DOCUMENT RESUME

ED 120 298 UD 015 827

TITLE	Guidebook to Promising Practices in Compensatory Education and Miller-Unruh Reading Program Schools in California.
INSTITUTION	California State Dept. of Education, Sacramento. Div. of Compensatory Education.
PUB DATE	[73]
NOTE	138p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage
DESCRIPTORS	Academic Achievement; *Compensatory Education Programs; *Demonstration Programs; Educational Alternatives; Educationally Disadvantaged; Educational Programs; Federal Programs; Guidelines; Minority Group Children; *Program Descriptions; Program Effectiveness; *Program Guides; *Resource Guides; School Statistics; State Schools
IDENTIFIERS	*California; Miller Unruh Reading Program

ABSTRACT

The purpose of this guidebook is to give recognition to some of California's effective schools and, more importantly, to encourage interschool visiting. Emphasizing that organization leads to productivity, specific suggestions as to how to use the book and how to plan school visits are provided. Listed alphabetically and by county, section I provides a roster of schools with promising practices in compensatory education and Miller-Unruh Reading Programs. Section II contains an inventory of program strengths on which validation teams rate the schools. Among the criteria considered are nonisolation of disadvantaged students, auxiliary services, staff development, intergroup relations, and affirmative action. A section providing facts about the schools describes ethnic content, target students, socio-economic background, staffing, and funds follows. Section IV provides a listing of other schools and special projects suggested by various program units within the State Department of Education. Among these are incentive grant programs, programs providing alternative solutions to educational needs and problems, demonstration programs in reading and mathematics, library-media projects, and environmental education programs and projects. A directory of career education project sites is provided. The greatest value of this guidebook is seen to be for interschool visiting with the purpose of learning as much as possible about the process by which the improvement in measured achievement of disadvantaged students is achieved. (Author/AM)

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ED120298

GUIDEBOOK TO PROMISING PRACTICES

In Compensatory Education and

Miller-Unruh Reading Program Schools in California

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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UD 015927

Produced and Distributed with
Federal Funds Available from
The Elementary and Secondary
Education Act, Title I

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PREFACE

Manuel V. Ceja
Assistant Superintendent of Public Instruction
for Compensatory Education
California State Department of Education

Compensatory education efforts in California have helped many children in many ways. Rising achievement in reading and mathematics, especially in the primary grades, has been one of the benefits. Parent involvement and participation have brought many families of disadvantaged children into closer relationships with the educational system.

It is always difficult to measure accurately the accomplishments of schools. The California Guidelines for Compensatory Education have offered a comprehensive model to local educational agencies. In this publication, some of the schools which have demonstrated a rise in achievement are listed; promising practices which contributed to this success were identified as program strengths.

Perhaps the greatest value of the "Guidebook" would be inter-school visiting with the purpose of learning as much as possible about the process by which the improvement in measured achievement of disadvantaged students was achieved.

I want to express appreciation to the Board and the staff of the Fremont Unified School District for making this publication possible. I hope that it will be useful in illustrating what can be accomplished when extra resources for the education of the disadvantaged are used prudently.

INTRODUCTION

Carl M. Schmitthausler, Ed. D
Consultant
Compensatory Education Program Support Unit
California State Department of Education

This publication is the result of a statewide cooperative effort to identify especially effective compensatory education and Miller-Unruh Reading Program schools. Dr. Vernon Broussard, formerly Chief of the Bureau of Program Development of the Division of Compensatory Education, State Department of Education, with the support of Manuel V. Ceja, then Acting Chief of the Division, determined in the summer of 1973 to launch a special effort to identify schools with promising practices and to disseminate information about them. The purpose of the activity was to provide a means for school-groups of staff members and parents to learn of schools where they might visit and discover program strengths which could be replicated.

Letters were sent in early October to district and county superintendents of schools soliciting nominations of schools. Criteria of eligibility were established which had the effect of limiting nominations to schools for which 1972-73 evaluation data showed that the achievement gap for disadvantaged students is being closed. By November 15, 135 schools had been nominated.

During December, a review of evaluation data by state staff resulted in screening out some schools. At the conclusion of the screening, 89 schools remained.

A procedure was developed whereby each of the schools would be visited by a Validation Team. Validation Teams were comprised of (1) a state or county office consultant, (2) an administrator familiar with compensatory education, (3) a classroom teacher from a compensatory education school, (4) a specialist teacher (reading, mathematics, bilingual education), and (5) a parent involved in a compensatory education project. Team members received orientation and were provided with questionnaires, checklists, and other documents to assist in their inquiry.

The purpose of Validation Team visits to the schools was to identify the program strengths of schools already known to be effective in instructing disadvantaged students in English as a second language, reading, and mathematics. Visits began in early January and concluded in mid-April 1974. Validation Team reports were sent to the State Department of Education.

A group of five experienced professionals reviewed Validation Team reports and catalogued program strengths.* The publication of this guidebook would not have been possible without their assistance.

It must be clearly understood that a large number of effective and superior schools are not included in this publication because they were not nominated. Thus, the guidebook cannot be considered as complete.

As a convenience, the guidebook includes as appendixes other lists of districts, schools, and projects which help to make this resource for dissemination and replication more comprehensive.

* Ida DeLaveaux
Los Angeles County Office

George Gunter
Marin County Office

Zelma Solomon
Bakersfield City
School District
Kern County

Georgia Daniels
Garvey School District
Los Angeles County

Norbert Silverman
Compton Unified
School District
Los Angeles County

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SUGGESTIONS ON HOW TO USE THE GUIDEBOOK AND PLAN SCHOOL VISITS

Although giving recognition to some of California's effective schools is one of the purposes of this publication, the main reason for issuing it is to encourage interschool visiting.

One almost universal comment from members of the Validation Team who visited these schools is that the structure provided by questionnaires, checklists, etc., made the visits real learning experiences. In other words, team members knew exactly what they were trying to find out and how to go about it. This leads to the conclusion that if you are going to visit a school, the effort will be more productive if you are organized.

1. Find the schools which are accessible to you. They are listed by county in alphabetical order in Section I. Note their code numbers.

2. Decide what specific program strengths you are interested in. The Table of Contents lists all of the program features which were rated by the Validation Teams. These are in Section II. Turn to the pages which deal with the program features which concern you. See if the school code numbers listed include the schools which are accessible to you. Only schools which received high ratings are listed on any given page.

3. Look for the general information pages in Section III about the schools which you may be interested in visiting. They are numbered or coded in the same sequence as the schools are listed in Section I. You may wish to pick the schools which seem to be most likely to meet your specifications - size, ethnicity, etc.

4. From among the schools which are accessible and which were rated high on the program features that you are interested in, pick two or three and rank them in the order in which you would like to visit them.

5. Telephone the principal of the school which you want to visit and set a time for the visit. Allow enough time so that letters can be exchanged before the visit.

6. Write to the host principal and state specifically what program features your staff wishes to study. Ask the host principal to arrange classroom visits, interviews, or meetings which deal with these specifics.

7. Before you go to visit, write out in detail the questions which you want answered. While you are at the site, confine your inquiry to the questions you have listed.

8. Don't hesitate to make notes on what you see and hear at the site. People know that you are visiting to learn, and they won't be upset with you.

9. Be sure to write a note of thanks after the visit. Staff members who have to "keep school" while hosting your visit will appreciate the gesture.

SECTION I

ALAMEDA COUNTY

DISTRICT	SCHOOL	REFERENCE NUMBER
Berkeley Unified	Emerson Primary	1
	Le Conte Primary	2
Fremont Unified	Durham Elementary	3
	Grimmer Elementary	4
Murray Elementary	Lydiksen Elementary	5

FRESNO COUNTY

Clovis Unified	Pinedale Elementary	6
	Weldon Elementary	7
Fowler Unified	Marshall Elementary	8

HUMBOLDT COUNTY

Eureka City Elementary and High	Alice Birney Elementary	9
Fieldbrook Elementary	Fieldbrook Elementary	10

LOS ANGELES COUNTY

Antelope Valley Union High	Palmdale High	11
Compton Unified	Bunche Junior High	12
	Carver Elementary	13
	Dickison Elementary	14
	Jefferson Elementary	15
	Lincoln (118th) Elementary	16
	Washington Elementary	17
Glendale Unified	Horace Mann Elementary	18
Lawndale Elementary	William Green Elementary	19
	Betsy Ross Elementary	20
Little Lake City Elementary	Jersey Avenue Elementary	21

LOS ANGELES COUNTY (Continued)

DISTRICT	SCHOOL	REFERENCE NUMBER
Long Beach Unified	Franklin Junior High	22
	Lindbergh Junior High	23
Los Angeles City Unified	Alta Loma Elementary	24
	Belvedere Elementary	25
	Forty-Ninth St. Elementary	26
	Grape Street Elementary	27
	One Hundred Eleventh Street Elementary	28
	One Hundred Sixteenth Street Elementary	29
	One Hundred Twelfth Street Elementary	30
	Seventy-Fifth Street Elementary	31
	Sixty-Sixth Street Elementary	32
	Thirty-Sixth Street Elementary	33
	Trinity Elementary	34
Monrovia Unified	Santa Fe Middle	35
Norwalk-La Mirada Unified	Edmondson Elementary	36
Pomona Unified	Lexington Elementary	
	George Washington Elementary	

MARIPOSA COUNTY

Mariposa County Unified	Mariposa Elementary	39

MENDOCINO COUNTY

Fort Bragg Unified	Redwood Elementary	40
Mendocino Unified	Mendocino Elementary	41
Willits Unified	Brookside Elementary	42

DISTRICT	SCHOOL	REFERENCE NUMBER
	MERCED COUNTY	
Dos Palos Joint Union High	Dos Palos High	43
	NAPA COUNTY	
Napa Valley Unified	Shearer Elementary	44
	ORANGE COUNTY	
Anaheim Elementary	Jefferson Elementary	45
	Washington Elementary	46
Newport-Mesa Unified	Pomona Elementary	47
Santa Ana Unified	Lowell Elementary	48
	RIVERSIDE COUNTY	
Moreno Valley Unified	Edgemont Elementary	49
Riverside Unified	Emerson Elementary	50
	Jefferson Elementary	51
	Liberty Elementary	52
Riverside County Superintendent of Schools	Butterfield	53
	SACRAMENTO COUNTY	
Elk Grove Unified	James A. McKee Elementary	54
Sacramento City Unified	Oak Ridge Elementary	55
	SAN BERNARDINO COUNTY	
Ontario-Montclair Elementary	De Anza Intermediate	56

SAN BERNARDINO COUNTY (Continued)

DISTRICT	SCHOOL	REFERENCE NUMBER
San Bernardino City Unified	Bradley Elementary	57
	California Elementary	58
	Monterey Elementary	59
	SAN DIEGO COUNTY	
Chula Vista City Elementary	Montgomery Elementary	60
San Diego City Unified	Gompers Junior High	61
	Kennedy Elementary	62
	Lowell Elementary	63
	Memorial Junior High	64
	San Diego Senior High	65
	SAN FRANCISCO COUNTY	
San Francisco Unified	Edison Elementary	66
	Benjamin Franklin Junior High	67
	Log Cabin School	68
	Sutro Elementary	69
	SAN JOAQUIN COUNTY	
Stockton City Unified	Martin Luther King Elementary	70
	Van Buren Elementary	71
	SAN MATEO COUNTY	
Burlingame Elementary	McKinley Elementary	72
	SANTA BARBARA COUNTY	
Santa Barbara City Elementary & High	La Cumbre Junior High	73
	Lincoln Elementary	74
	Santa Barbara Junior High	75

SANTA CLARA COUNTY

DISTRICT	SCHOOL	REFERENCE NUMBER
Fremont Union High	Sunnyvale High	76
Gilroy Unified	Eliot Elementary	77
San Jose Unified	Hoover Junior High	78
Sunnyvale Elementary	Bishop Elementary	79
	San Miguel Elementary	80

SONOMA COUNTY

Cloverdale Unified	Jefferson Elementary	81

STANISLAUS COUNTY

Ceres Unified	Don Pedro Elementary	82
	Westport Elementary	83
Modesto City Elementary and High	Franklin Elementary	84
	James Marshall Elementary	85
	Tuolumne Elementary	86

SUTTER COUNTY

Yuba City Unified	Park Avenue Elementary	87

TUOLUMNE COUNTY

Sonora Union High School District	Sonora Union High School	88

YUBA COUNTY

Marysville Joint Unified	Cedar Lane Elementary	89

SECTION II

VALIDATION TEAMS APPRAISALS

Validation Teams were asked to rate the schools on the following criteria:	These schools received high ratings:
The school is not "tracked." That is, no homogenous grouping plan which isolates disadvantaged children on regular and continuous basis is used.	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 41, 42, 45, 46, 48, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 70, 71, 73, 74, 75, 77, 78, 80, 81, 82, 83, 84, 85, 86, 87, 89.
The school is committed to an eclectic instructional delivery system. That is, a variety of instructional strategies are used in the language development (including reading) and mathematics areas in order to meet the individual needs and learning styles of students.	1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 16, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 34, 35, 37, 41, 42, 43, 44, 45, 46, 48, 50, 51, 52, 53, 57, 58, 59, 60, 61, 62, 63, 68, 69, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 86, 87, 89.
The school has a viable and demonstrable intergroup relations component, including <u>one or more</u> of the following: 1. Inter-cultural studies <u>emphasized</u> in the social studies curriculum. 2. Activities (intra and/or inter-school) which provide concrete experiences for learners in inter-cultural or intergroup relationships. 3. Affirmative action hiring policy which <u>has resulted</u> in an ethnically varied instructional staff.	2, 8, 10, 16, 18, 19, 20, 21, 25, 26, 29, 30, 31, 32, 34, 36, 45, 46, 47, 50, 53, 57, 58, 60, 61, 65, 66, 69, 70, 71, 73, 75, 77, 78, 80, 84, 86, 87, 89.

Validation Teams were asked to rate the schools on the following criteria:	These schools received high ratings:
Auxiliary services available in the school include several of the following: health services, nutrition services, psychological and counseling services, social services referral, central school library. A viable system for coordinating such services with other (non-school) agencies is in operation.	3, 4, 5, 8, 9, 10, 11, 12, 16, 18, 20, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 44, 45, 46, 48, 49, 50, 51, 52, 53, 58, 59, 60, 61, 63, 64, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 81, 82, 83, 85, 86, 88, 89.
A staff development component for both certificated and non-certificated members of the instructional staff is in evidence, and meets <u>most</u> of the following criteria: 1. Includes "regular" staff members as well as those paid by compensatory education funds. 2. Is based on needs assessment data contributed by staff, students, and parents. 3. Is based on specific objectives, stated behaviorally. 4. Includes process and product evaluation to assure relevancy and efficacy.	2, 3, 4, 8, 10, 11, 13, 14, 16, 18, 19, 20, 21, 23, 25, 26, 28, 30, 32, 34, 35, 36, 37, 38, 45, 46, 48, 50, 51, 52, 53, 57, 58, 59, 60, 61, 66, 67, 71, 73, 75, 78, 82, 83, 86, 89.

Validation Teams were asked to rate the schools on the following criteria:	These schools received high ratings:
A parent involvement component is in evidence, including most of the following: 1. A school-level compensatory advisory committee is in operation with regular meetings, publicized in advance, and where appropriate, business is conducted in more than one language. 2. Parents are recruited and trained for helping roles in the school, including classroom assistance. 3. Regular and frequent parent-teacher conferences are held, focusing on pupil progress. 4. Homes are visited on a routine basis by teachers and other staff members.	2, 3, 4, 5, 6, 8, 16, 20, 23, 25, 26, 28, 29, 34, 36, 37, 41, 43, 46, 48, 50, 51, 52, 57, 58, 60, 61, 63, 71, 74, 82.
A developmental assessment procedure is used with all incoming K-3 children, and a diagnostic skill test in language and mathematics is used with all incoming pupils above the first grade.	1, 2, 3, 5, 7, 8, 9, 10, 13, 16, 18, 19, 20, 21, 25, 28, 30, 32, 34, 36, 37, 38, 42, 45, 46, 47, 48, 49, 50, 51, 52, 53, 57, 58, 59, 60, 62, 68, 69, 70, 71, 72, 74, 79, 80, 81, 82, 83, 86, 87, 88.
A systematic curriculum in the motor-perceptual (psycho-motor) area is in use.	3, 4, 7, 9, 10, 12, 18, 20, 28, 34, 40, 45, 46, 51, 52, 63, 72, 80, 81, 83, 87, 89.

Validation Teams were asked to rate the schools on the following criteria:	These schools received high ratings:
An instructional management system incorporating the following elements is in use in all classes where compensatory education students are targeted. 1. Detailed instructional objectives, expressed in performance terms, with success criteria specified. 2. A hierarchy and sequence of instructional objectives arranged from simple to complex, from concrete to abstract, and from the familiar to the unknown. 3. Criterion-referenced test items to determine when mastery has been gained. 4. Contracts or prescriptions containing referrals to numerous learning and practice activities and materials, related to each instructional objective. 5. Pupil and class record systems or profiles which enable instructors to ensure each child's continuous progress through the objectives.	1, 5, 7, 8, 9, 11, 13, 16, 18, 19, 20, 21, 22, 23, 28, 32, 33, 34, 35, 37, 38, 42, 44, 45, 46, 48, 50, 51, 52, 53, 57, 58, 59, 60, 61, 62, 63, 64, 66, 70, 71, 72, 73, 75, 76, 78, 79, 80, 81, 82, 83, 86, 87, 89.
Differentiated staffing (varied instructional roles) or team teaching is in use in classes where compensatory education funds are targeted.	2, 3, 6, 8, 9, 10, 19, 20, 21, 22, 25, 28, 32, 35, 36, 37, 42, 45, 46, 48, 50, 51, 52, 56, 57, 58, 59, 60, 61, 63, 64, 66, 67, 68, 70, 71, 73, 74, 75, 78, 80, 81, 82, 83, 87, 89.

Validation Teams were asked to rate the schools on the following criteria:	These schools received high ratings:
Non-graded, multiple-aged grouping is used in the K-3 program.	8, 10, 20, 27, 28, 33, 36, 37, 39, 46, 48, 49, 50, 51, 52, 53, 59, 60, 77, 82, 83, 87, 89.
Classroom learning centers or stations are in general use.	1, 2, 3, 7, 8, 9, 11, 13, 18, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 37, 38, 44, 45, 46, 48, 49, 51, 52, 53, 57, 58, 61, 62, 63, 66, 67, 69, 70, 72, 73, 74, 75, 78, 80, 81, 82, 83, 86, 88, 89.
A materials production and distribution center is available in the school.	1, 2, 3, 4, 7, 8, 11, 12, 14, 15, 18, 19, 20, 21, 23, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 38, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 55, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 76, 80, 81, 82, 83, 86, 89.
The school library functions as a multi-media learning center.	5, 7, 8, 14, 16, 18, 21, 22, 27, 28, 30, 32, 35, 45, 46, 48, 49, 50, 51, 52, 58, 60, 61, 62, 65, 67, 69, 72, 73, 74, 75, 76, 78, 80, 82, 83, 86, 89.

Validation Teams were asked to rate the schools on the following criteria:	These schools received high ratings:
Cross-age tutoring is in use.	1, 3, 4, 7, 9, 10, 11, 19, 20, 28, 33, 36, 37, 41, 42, 46, 48, 50, 51, 52, 58, 60, 61, 62, 63, 67, 68, 72, 73, 77, 79, 80, 82, 83, 86, 87, 89.
Mini-courses for enrichment and variety are offered at the intermediate grades.	8, 10, 20, 30, 31, 34, 36, 41, 45, 46, 48, 51, 53, 58, 61, 62, 67, 72, 77, 80, 83, 84, 86.
"Computer-assisted instruction is in use".	22, 23, 32, 64 (mechanical and electronic calculators used in math instruction) 26 (self-contained classroom computer) 48 (classroom terminals provide access to computer located elsewhere) 69 (computer test scoring, analysis, and individual learning prescriptions)
The "inquiry" method is used in teaching social studies and science.	2, 4, 5, 8, 9, 10, 19, 20, 21, 22, 26, 30, 38, 45, 46, 49, 51, 53, 60, 64, 69, 72, 73, 80, 83, 87.

Validation Teams were asked to rate the schools on the following criteria:	These schools received high ratings:
An educational toy lending library is available for parents' use.	3, 6, 7, 18, 46, 72, 73, 82.
Community volunteers are recruited and trained to assist the school.	1, 2, 3, 9, 10, 13, 16, 20, 25, 26, 28, 29, 32, 34, 36, 37, 39, 41, 42, 45, 46, 49, 50, 51, 52, 57, 58, 60, 63, 67, 71, 72, 73, 80, 82, 86, 87, 89.
Flexible scheduling which enables students to vary the amount of time spent in classwork is in use.	1, 2, 8, 9, 12, 18, 19, 20, 27, 28, 34, 36, 45, 46, 49, 50, 51, 52, 58, 60, 61, 63, 67, 68, 72, 73, 74, 76, 80, 82, 83, 86, 87, 89.

SECTION III

SCHOOLS WITH PROMISING PRACTICES

EMERSON PRIMARY (K-3)
2800 Forest Avenue
Berkeley, 94705

Berkeley Unified
(1)

* Dr. Benton Ng, Principal, 415-644-6390

Categorical Aid Funds: Title I, $20,500; SB 90, Chapt. 6.10, $43,000.

Ethnicity		Target Students	
% Black	48	Pre-K	29
% Spanish Surname	3	K	37
% Oriental	2	1	39
% American Indian	0	2	49
% Other Non-White	1		
% Other White	46		

Socio-economic description of the school community:

A wide range includes 36 percent of the students coming from Aid to Families with Dependent Children homes and children from communes around the University of California, along with those from homes of graduate students, professors and from upper middle-class professional families. There are also 20 multi-lingual children from foreign countries.

Staffing over and above regular staff provided by the district:

A math skills specialist and six instructional aides over and beyond the regular staffing allocation.

Other school or program features of interest:

Reading and math labs, Criterion Management System; Wirtz Math Program, after-school tutoring program.

LE CONTE PRIMARY (K-3)
2241 Russell Street
Berkeley, 94705

Berkeley Unified
(2)

* Mrs. Betty H. Mason, Principal, 415-644-6290

Categorical Aid Funds: SB 90, Chapt. 6.10, $51,300; Title I, $29,700.

LE CONTE PRIMARY (cont'd)

Ethnicity		Target Students	
% Black	61	K	48
% Spanish Surname	1	1	37
% Oriental	1	2	41
% American Indian	0	3	52
% Other Non-White	2		
% Other White	35		

Socio-economic description of the school community:

Students come from low to middle income families with a few parents who are university students.

Staffing over and above regular staff provided by the district:

Six instructional aides, three skills specialists, four Teacher Corps interns, one intergroup teacher, one intergroup intern and one intergroup assistant.

Other school or program features of interest:

Visitors may be interested in viewing the school's multicultural center, PIRAMID management system, Wirtz mathematics curriculum, learning centers, EMR class, EH class, day care center, breakfast program and Core parent group.

DURHAM ELEMENTARY (K-6)
40292 Leslie St.
Fremont, 94538

Fremont Unified
(3)

* Bill Wright, Principal, 415-656-6360

Categorical Aid Funds: ESEA Title I, $110,888; ECE, $47,255.

Ethnicity		Target Students	
% Black	1	K	80
% Spanish Surname	27	1	50
% Oriental	1	2	46
% American Indian	.03	3	35
% Other Non-White	4	4	61
% Other White	67	5	52
		6	48

DURHAM ELEMENTARY (cont'd)

Socio-economic description of the school community:

Durham serves a low socio-economic area that contains about 37 percent one-parent families. Where there are two parents, about 41 percent both work. Thirty-plus percent receive AFDC.

Staffing over and above regular staff provided by the district:

A three-day a week math specialist, two reading specialists, one program manager, a nurse two days a week, one psychologist, a community aide, one developmental center.

GRIMMER ELEMENTARY (K-6)
43030 Newport Drive
Fremont, 94538

Fremont Unified
(4)

* Walt O'Neill, Principal, 415-656-1250

Categorical Aid Funds: Title I, $109,696; ECE, $60,190.

Ethnicity		Target Students	
% Black	2	K	46
% Spanish Surname	21	1	47
% Oriental	2.8	2	56
% American	0.6	3	58
% Other Non-White	0	4	62
% Other White	73.6	5	70
		6	82

Socio-economic description of the school community:

Low-middle class; 25% of children qualify for free breakfast and lunch.

Staffing over and above regular staff provided by the district:

Program manager, Miller-Unruh reading specialist, half-time math specialist, a psychologist four-fifths time, two-fifths of a nurse, a community aide and 19 instructional aides.

Other school or program features of interest:

Ninety-minute staggered reading program and a perceptual training program.

LYDIKSEN ELEMENTARY (K-6)
P.O. Box 2298
Dublin, 94566

Murray Elementary District
(5)

* Mark Stott, Principal, 415-846-6723

Categorical Aid Funds: Miller-Unruh, $11,079.00

Ethnicity		Target Students	
% Black	1		0
% Spanish Surname	2		
% Oriental	1		
% American Indian	0		
% Other Non-White	1		
% Other White	95		

Socio-economic description of the school community:

The school serves a community of middle to upper middle class. Although the district does not provide additional staffing, some 30 to 40 parent volunteers assist the program.

Other school or program features of interest:

Open court reading and language development, a primary level precision teaching system and Miller-Unruh coordination with speech and language development.

PINEDALE ELEMENTARY (K-3)
7171 N. Sugar Pine
Pinedale, 93650

Clovis Unified
(6)

* Carl W. Drow, Principal, 209-439-0282

Categorical Aid Funds: ECE, $45,175; Title I-Part A, $21,529; SB 90, $28,756; Title I-Part C, $2,625.

Ethnicity		Target Students	
% Black	.014	K	49
% Spanish Surname	.483	1	33
% Oriental	.003	2	18
% American Indian	.021	3	37
% Other Non-White	0		
% Other White	.371		

PINEDALE ELEMENTARY (cont'd)

Socio-economic description of the school community:

The area contains mature housing, mostly sub-standard, with some industry. Thirty-four percent of the children come from homes receiving AFDC.

Staffing over and above regular staff provided by the district:

One teacher aide is provided for each classroom. There are also two resource teachers, one for reading, the other for math; and one home-school liaison.

Other school or program features of interest:

Visitors may take note of the extensive teacher-prepared materials that have been printed by the district with Title I funds; plus, the individuality of classroom organizational patterns and the individualized instructional activities.

LUTHER WELDON ELEMENTARY (K-6)
150 De Witt St.
Clovis, 93612

Clovis Unified
(7)

* Tom Lutton, Principal, 209-299-2191

Categorical Aid Funds: Title I, $40,242; Indian Ed. Acct., $932.00

Ethnicity		Target Students	
% Black	.009	K	44
% Spanish Surname	.278	1	18
% Oriental	.006	2	14
% American Indian	.041	3	20
% Other Non-White	0	4	7
% Other White	.666	5	30
		6	40

Socio-economic description of the school community:

The attendance area is evenly distributed with one-third middle class, one-third lower and one-third upper lower.

LUTHER WELDON ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Three hours of instructional aide time daily for each teacher and one resource teacher, along with a half-time library clerk.

Other school or program features of interest:

Learning centers, Project READ, diagnostic and prescriptive procedures, kindergarten reading program, ESEA and CPC math, individualized spelling program, sociometric class organizations and certificate award incentive program.

MARSHALL ELEMENTARY SCHOOL (K-5)
142 N. Armstrong
Fowler, 93625

Fowler Unified
(8)

* L. A. Bjornsen, Principal, 209-834-2915

Categorical Aid Funds: Miller-Unruh, $8,000; SB 90, Chapt. 6.10, $54,000; ESEA Title II, $600; Title I, $38,000.

Ethnicity		Target Students	
% Black	3	K	33
% Spanish Surname	56	1	32
% Oriental	6	2	52
% American Indian	0	3	38
% Other Non-White	0	4	36
% Other White	35	5	30

Socio-economic description of the school community:

Many families work on farms and children are bused in a small town rural setting.

Staffing over and above regular staff provided by the district:

One Miller-Unruh teacher, a primary resource teacher, several aides, home-school liaison person, plus some volunteer parents and high school students.

Other school or program features of interest:

The school offers an individualized approach, mainly in reading and math, with a sequence for both areas. There is also Words in Color in the lower primary grades, team teaching and a lower primary resource room.

ALICE BIRNEY ELEMENTARY (K-6)
South & Prospect Ave.
Eureka, 95501

Eureka City School District
(9)

* Curtis J. Wilson, Principal, 707-443-0861

Categorical Aid Funds: Title I, $50,695; ESEA Title II, Phase I, $862.

Ethnicity		Target Students	
% Black	2	K	30
% Spanish Surname	6	1	26
% Oriental	1	2	24
% American Indian	8	3	16
% Other Non-White	0	4	20
% Other White	83	5	24
		6	25

Socio-economic description of the school community:

Twenty-one percent of the students receive free lunches. About 79 percent come from upper lower income families, another 20 percent from lower middle and one percent from middle class.

Staffing over and above regular staff provided by the district:

The school has a part-time nurse, a resource consultant two and one-half days a week and seven six-hour and four three-hour instructional aides.

Other school or program features of interest:

Alice Birney School has utilized an extensive inservice program to assist staff members in the development of individualized instruction techniques in several subject areas.

FIELDBROOK SCHOOL (K-8)
Rt. 1, Box 312
Arcata,

Fieldbrook School District
(10)

* John Huffman, Principal, 707-822-4747

Categorical Aid Funds: ECE $793; Title I, $1,571; Title II, $200; MU $5,914.

FIELDBROOK (cont'd)

Ethnicity		Target Students	
% Black		K	5
% Spanish Surname		1	16
% Oriental		2	8
% American Indian	2	3	9
% Other Non-White		4	1
% Other White		5	1
		6	1

Staffing over and above regular staff provided by the district:

Fieldbrook, serving a low socio-economic area, has four student teachers and instructional aides furnished by the district.

Other school or program features of interest:

The school offers individualized programs in math, language arts and reading in kindergarten through grade eight.

PALMDALE HIGH SCHOOL (9-12)
2137 E. Ave. R.
Palmdale, 93550

Antelope Valley Union
High School District
(11)

* Rex Fisher, Principal, 805-273-3181

Categorical Aid Funds: Title I, $96,734

Ethnicity		Target Students	
% Black	7.98	9	116
% Spanish Surname	6.5	10	94
% Oriental	.18	11	45
% American Indian	.42	12	12
% Other Non-White	0		
% Other White	84.92		

Socio-economic description of the school community:

The area is aero-space and agriculture oriented with a greater concentration of lower economic families than in other parts of the district.

PALMDALE HIGH (cont'd)

The defense industry also contributes to a relatively high transiency rate. There is also a high number of placements from the Los Angeles area into foster homes.

Staffing over and above regular staff provided by the district:

Five and a fraction teachers are funded by ESEA Title I, as is a three-fourths teacher aide. Four other aides are locally funded.

Other school or program features of interest:

An increasing use of individualized instruction is aided by Title I funds. Teachers in the program use former student participants as student assistants, in addition to the paid adult aides. Other features include a driver education class to help students who have low reading achievement, a Human Relations Council to build better inter-personal relations among students, a counselor who meets weekly with various groups of students with special needs, from drugs to overweight, and work experience program involving more than 200 students.

RALPH J. BUNCHE JUNIOR HIGH SCHOOL (7-9) Compton Unified
12338 S. Mona Blvd. (12)
Compton, 90222

* Claude Eshleman, Principal, 213-639-4321, Ext. 745

Categorical Aid Funds: AB 938, $121,407; ESEA, Title I, $217,431.

Ethnicity		Target Students	
% Black	71	7	266
% Spanish Surname	27	8	236
% Oriental	0	9	229
% American Indian	0		
% Other Non-White	1		
% Other White	0		

Socio-economic description of the school community:

The school is located in the most concentrated poverty area of Compton with 81 percent of the student population coming from low-income families.

BUNCHE JUNIOR HIGH SCHOOL (cont'd)

Staffing over and above regular staff provided by the district:

Thirteen teachers form the reading center staff and 12 others are classroom teachers funded by Title I.

Other school or program features of interest:

There are Title I programs in language arts, mathematics, intergroup relations, and parent and staff involvement.

CARVER ELEMENTARY (K-6)
1425 E. 120th St.
Los Angeles, 90059

Compton Unified
(13)

* Eugene Albright, Principal, 213-639-4321 Ext. 445

Categorical Aid Funds: ESEA, Title I, $52,512; Ch. 6.10, SB90, $90,889; Miller-Unruh Reading, $23,330.

Ethnicity		Target Students	
% Black	100	Pre-K	33
% Spanish Surname	0	K	66
% Oriental	0	1	48
% American Indian	0	2	54
% Other Non-White	0	3	68
% Other White	0	4	60
		5	72
		6	65

Socio-economic description of the school community:

The area is residential with medium to low income families.

Staffing over and above regular staff provided by the district:

A project manager director supervises a staff of one reading resource teacher, one New Century Reading Center teacher, two Miller-Unruh teachers, one math resource teacher, a community aide assistant and 13 instructional aides.

CARVER ELEMENTARY (cont'd)

Other school or program features of interest:

The school offers the PIRAMID management system, Soto St. Cross-aged tutoring, New Century Reading-Learning Center, Miller-Unruh reading program, SWRL Concepts Program (kindergarten), and a learning disabilities program from pre-kindergarten through the second grade.

CLARENCE A. DICKISON ELEMENTARY (K-6)
905 No. Aranbe St.
Compton, 90220

Compton Unified
(14)

* Mrs. Jane D. Robbins, Principal, 213-639-4321, Ext. 654

Categorical Aid Funds: Title I, $87, 707; SB-90, Ch. 6.10, $157,631

Ethnicity		Target Students	
% Black	88	K	60
% Spanish Surname	11	1	99
% Oriental	0	2	103
% American Indian	0	3	81
% Other Non-White	.5	4	128
% Other White	.5	5	114
		6	138
		EMR	11

Socio-economic description of the school community:

The area is low income with about two percent in the upper middle income bracket. There are few professional families with skilled laborers composing most of the population.

Staffing over and above regular staff provided by the district:

There is one project manager, with two language arts resource teachers, two mathematics resource teachers, one community specialist aide and 25 instructional aides.

Other school or program features of interest:

An ungraded two-teacher Instructional Unit Plan, the PIRAMID management system, Dr. William Glasser's School without Failure class meetings,

DICKISON ELEMENTARY (cont'd)

language arts and math instructional media centers, differentiated staffing, phono-visuals and Formula Phonics approaches. In addition, the school offers one E3 class--expansion, enrichment, enjoyment, Developing Mathematical Processes, Pentagram math program, Sullivan math program, and SCIS science program.

THOMAS JEFFERSON ELEMENTARY (K-6)
2508 E. 133rd St.
Compton, 90222

Compton Unified
(15)

* George Lash, Principal, 213-639-4321 Ext. 376

Categorical Aid Funds: SB 90, Chapt. 6.10, $136,000; Title VII, $100,000; Follow-Through, $50,000; AB-938, $55,000

Ethnicity		Target Students	
% Black	25	K	96
% Spanish Surname	75	1	108
% Oriental	0	2	113
% American Indian	0	3	93
% Other Non-White	0	4	93
% Other White	0	5	96
		6	81

Socio-economic description of the school community:

Ninety-eight percent of the students qualify for free lunches, with 27 percent receiving AFDC. The area has large families, high mobility and a lack of constructive community activities.

Staffing over and above regular staff provided by the district:

SB 90 has made possible the employment of a project manager, a math resource teacher, a library aide, an ESL teacher, one community aide and 15 instructional aides. Through Title VII, the school has employed a project manager, three bilingual teachers and three instructional aides. AB 938 has provided four teachers.

Other school or program features of interest:

Title VII bi-lingual program, Follow Through program, tutorial services, and Appleton-Century-Crofts verbal skills.

LINCOLN ELEMENTARY (K-6) — Compton Unified
1667 E. 118th St. — (16)
Los Angeles, 90059

* Huey V. Dredd, Principal, 213-639-4321, Ext. 441, 442

Categorical Aid Funds: Title I, $53,268; SB-90, Chapt. 6.10, $38,170; AB 938, $37,462; Follow Through, $33,000.

Ethnicity		Target Students	
% Black	87.5	Pre-K	48
% Spanish Surname	12.1	K	58
% Oriental	0	1	68
% American Indian	0	2	57
% Other Non-White	0	3	59
% Other White	.4	4	86
		5	98
		6	101
		EMR	14

Socio-economic description of the school community:

The school is situated in a low socio-economic area with an additional 102 students bused in from another school.

Staffing over and above regular staff provided by the district:

There are three AB 938 teachers, two funded by ESEA Title I, half a counselor from SB 90 money, four Follow Through Instructional aides, six Title I aides, six SB 90 aides, one SB 90 nurse's aide, one SB 90 library aide, and one SB 90 office aide.

Other school or program features of interest:

PIRAMID classroom management system, staff development program, learning disabilities program, daily nutrition program, Follow Through, intergroup activities, daily life experience center, aide participation, and library and multi-ethnic center.

GEORGE WASHINGTON ELEMENTARY (K-6)
1421 N. Wilmington
Compton, 90222

Compton Unified
(17)

* Lucille Thompson, Acting Principal, 213-639-4321, Ext. 371

Categorical Aid Funds: Title I, $65,668; SB-90, Ch. 6.10 $140,522.

Ethnicity		Target Students	
% Black	99	K	78
% Spanish Surname	1	1	95
% Oriental	0	2	100
% American Indian	0	3	98
% Other Non-White	0	4	116
% Other White	0	5	125
		6	126

Socio-economic description of school community:

Approximately 90 percent of the student population live in homes receiving AFDC.

Staffing over and above regular staff provided by the district:

Five compensatory education personnel (one manager, two reading lab teachers, two math lab teachers) and 32 instructional aides.

Other school or program features of interest:

Reading and math labs, library learning center and an ecology area.

HORACE MANN ELEMENTARY (K-6)
501 East Acacia
Glendale, 91206

Glendale Unified
(18)

* Wayne Sparks, Principal, 213-242-5494

Categorical Aid Funds: ECE, $62,049; Title I, $53,000.

HORACE MANN ELEMENTARY (cont'd)

Ethnicity		Target Students		
			Title I	E.C.E.
% Black	0.3	K	35	115
% Spanish Surname	34.	1	31	114
% Oriental	6.	2	33	116
% American Indian	0.8	3	30	108
% Other Non-White		4	29	
% Other White	58.9	5	8	
		6	6	

Socio-economic description of school community:

Single parent families make up 60 percent of the school area. Seventy percent of them have a high school education only, while 44 percent are economically disadvantaged.

Staffing over and above regular staff provided by the district:

In Title I programs, there are one specialist, two six-hour aides, one six-hour librarian, one three-hour aide, and a counselor one day per week. The Early Childhood Education program has a half-time consultant, three six-hour aides, 14 three-hour aides, and a nurse part-time three days weekly.

Other school or program features of interest:

Back Yard pre-school program, Parent Education Effort, Parent Involvement Effort, cultural awareness throughout the school, staff involvement in planning and implementing programs, diagnostic and prescriptive strategies, management of individual pupil progress, and inter-action of affective and cognitive domains.

WILLIAM GREEN ELEMENTARY (K-5)
4520 West 168th St.
Lawndale, 90260

Lawndale School District
(19)

* Abe Maurer, Principal, 213-370-3585

Categorical Aid Funds: Title I, $48,957; SB-90,Chapt. 6.10, $71,340.

WILLIAM GREEN ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	3	K	38
% Spanish Surname	20	1	37
% Oriental	3	2	69
% American Indian	1	3	62
% Other Non-White	1	4	57
% Other White	72	5	89

Socio-economic description of the school community:

The area is low socio-economic with 34 percent of the homes receiving AFDC.

Staffing over and above regular staff provided by the district:

With a combination of Title I and SB 90 funds, the district provides four and one-half certificated positions, five and one-half classified, and 13 part-time.

Other school or program features of interest:

Reading and math centers, library, ESL center, perceptual training room, instructional aide workroom, intergraded EH class, and a math demonstration classroom.

BETSY ROSS ELEMENTARY SCHOOL (K-3)
16315 Grevillea
Lawndale, 90260

Lawndale School District
(20)

* Abe Maurer, Principal, 213-371-7314

Categorical Aid Funds: ECE, $30,355; SB-90, $10,085; Title I, $11,000.

Ethnicity		Target Students	
% Black	2	K	35
% Spanish Surname	29	1	34
% Oriental	3	2	40
% American Indian	1	3	31
% Other Non-White			
% Other White	65		

BETSY ROSS ELEMENTARY (cont'd)

Socio-economic description of the school community:

Forty-three percent of the homes in this low socio-economic area receive AFDC.

Staffing over and above regular staff provided by the district:

There are two and one-half certificated and three and one-half classified positions funded by Title I and SB 90, with an additional seven part-time classified employees funded by ECE.

JERSEY AVENUE SCHOOL (K-6)
9400 Jersey Avenue
Santa Fe Springs, 90670

Little Lake City District
(21)

* Stirling S. Broadhead, Principal, 213-868-8241, Ext. 87

Categorical Aid Funds:

Ethnicity		Target Students	
% Black	0	4	39
% Spanish Surname	66	5	44
% Oriental	0	6	41
% American Indian	1 student		
% Other Non-White	0		
% Other White	34		

Socio-economic description of the school community:

Santa Fe Springs is a bedroom community with a few recent industrial additions. Homes are mainly two-bedroom that are neat and well cared for.

Staffing over and above regular staff provided by the district:

Title I funds provide a math teacher, reading teacher, and two aides with other sources funding a Miller-Unruh teacher and nine bilingual-bicultural aides.

Other school or program features of interest:

Seven classes for deaf and hard-of-hearing students, two speech consultants, an organized library, and instrumental music in grades 4, 5 and 6.

FRANKLIN JUNIOR HIGH SCHOOL (7-9)
540 Cerritos Ave.
Long Beach, 90812

Long Beach Unified
(22)

* Alvin L. Resnik, Principal, 213-435-4952

Categorical Aid Funds: AB-938 Demonstration, Mathematics $104,102;
ESEA - Library, $265.

Ethnicity		Target Students	
% Black	49.5	7	185 (District funded)
% Spanish Surname	6.7	8	191 (State funded)
% Oriental	.3	9	180 (District funded)
% American Indian	.2		
% Other Non-White	.2		
% Other White	43.1		

Socio-economic description of the school community:

This is a low-income area with 70 percent of the families receiving AFDC. Seventy-six percent receive free lunches and another three percent reduced price lunches. The transiency factor is 108 percent.

Staff over and above regular staff provided by the district:

A half-time project director, one community aide, 87 percent of an education aide, 12 part-time teacher aides, one clerk-typist, two classroom teachers, four percent of a nurse's time, 13 percent of a research specialist's time and seven percent of a caretaker's.

Other school or program features of interest:

Franklin offers a special reading program funded by the district. Exploratory Science program--small group oriented, Bachelor Living class--for boys.

CHARLES A. LINDBERGH JUNIOR HIGH (7-9)
1022 E. Market Street
Long Beach, 90805

Long Beach Unified
(23)

* Mrs. Helen Z. Hansen, Principal, 213-422-2845

Categorical Aid Funds: State of California, $88,537.

LINDBERGH JUNIOR HIGH (cont'd)

Ethnicity	Target Students
% Black	6
% Spanish Surname	14
% Oriental	1
% American Indian	1
% Other Non-White	1
% Other White	79

Socio-economic description of school community:

This is a low-rent, highly transient area that presents a high concentration of children from low-income families; who, although essentially members of the racial-ethnic majority, demonstrate the educational needs of the typically disadvantaged. Forty percent of the students qualify for free lunches.

Staffing over and above regular staff provided by the district:

There is a half-time project director, a one-fourth time evaluator of personnel, clerks for 84 percent of the time, 1.4 teachers, 12 part-time aides, a fourth of a nurse and one community worker.

Other school or program features of interest:

Although Lindbergh is not a Title I school, the district provides special funding for Lindbergh as a compensatory education school. Funding includes the provision of individualized math for students in grades 7 and 8.

ALTA LOMA ELEMENTARY (K-6)
1745 Vineyard Ave.
Los Angeles, 90019

Los Angeles Unified
(24)

* Dr. James D. Tisdale, Principal, 213-939-2113

Categorical Aid Funds: Title I, $115,150; SB-90, Ch. 6.10, $165,704; Miller-Unruh, $23, 384.

ALTA LOMA ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	90.9	K	111
% Spanish Surname	7.4	1	137
% Oriental	1.5	2	148
% American Indian	0.0	3	137
% Other Non-White	0.0	4	124
% Other White	0.2	5	128
		6	135

Socio-economic description of school community:

Alta Loma serves a residential area with families in the medium to low income bracket.

Staffing over and above regular staff provided by the district:

One language resource teacher, a math resource teacher, two Miller-Unruh teachers, one reading resource teacher and 18 instructional aides.

Other school or program features of interest:

American Learning Corporation reading center, EH program, Miller-Unruh reading, oral and written language lab, staff development program and a teacher training program associated with U.C.L.A.

BELVEDERE ELEMENTARY SCHOOL (K-6)
3724 East First Street
Los Angeles, 90063

Los Angeles Unified
(25)

* Corinne Brandt, Principal, 213-269-0345

Categorical Aid Funds: Title I - SB90, Chapt. 6.10, $223,636; ECE, $28,226; Follow Through, $153,126.

Ethnicity		Target Students	
% Black	.3	Pre-K-6	647 (Title I-SB90)
% Spanish Surname	98.1	K-3	300 (Follow Through)
% Oriental	.3	K-3	374 (ECE)
% American Indian	0		
% Other Non-White	0		
% Other White	1.3		

BELVEDERE ELEMENTARY (cont'd)

Socio-economic description of the school community:

Mexican-Americans comprise 98.1 percent of the attendance area with approximately 85 percent of the pupils qualifying for free lunch and breakfast programs. Transiency factor in 1972-73 was 37.4 percent. The school is located in a stable business area.

Staffing over and above regular staff provided by the district:

One consultant for Title I-SB 90 and ECE programs, a resource teacher for Follow Through, one curriculum enrichment teacher for the first semester only, a teacher coordinator for two hours daily, one math specialist, two Miller-Unruh teachers, two ESOL teachers, two teachers for the Learning Disability Center, one music teacher, two pre-kindergarten teachers, one teacher of the gifted for two days a week, a speech teacher one day a week, one counselor, one junior high counselor for articulation between junior high and the sixth grade one day a week, one pupil services and attendance counselor, one nurse, one part-time physician, a part-time dentist.

Three clerk-typists, 39 classroom aides, two part-time ESOL aides, one aide for the reading retrieval room, another for the math retrieval room, one parent involvement coordinator of ECE, one for Follow Through, one administrative aide for Follow Through, a half-time aide for PSA counselor, and one part-time aide for the Educationally Mentally Retarded Transition Program.

Other school programs or features of interest:

SUPER reading program, ESOL and bilingual programs, PRIME math programs, various auxiliary services and intergroup relations, parent involvement, staff development program, children's center, and an adult education center.

49TH STREET SCHOOL (K-6)
750 E. 49th St.
Los Angeles, 90011

Los Angeles City School District
(26)

* David Peha, Principal, 213-234-9045

Categorical Aid Funds: ECE, $35,490; AB-938, $93,246; Title I, $105,129; Follow Through, $183,791.

Ethnicity		Target Students	
% Black	100	Pre-K	30
% Spanish Surname	0	K	92
% Oriental	0	1	115
% American Indian	0	2	114
% Other Non-White	0	3	118
% Other White	0	4	103
		5	105
		6	115

Socio-economic description of the school community:

The school serves an all-black, low socio-economic area.

Staffing over and above regular staff provided by the district:

Three reading specialists, two math specialists, three resource teachers, a Follow Through resource teacher, temporary consultant, 34 aides, two norm reduction teachers, an additional nurse, a pupil service and attendance specialist, and counselor time.

Other school or program features of interest:

A program in which junior high students teach in the school, cross-age tutoring, three mini-schools, three resource rooms, a diagnostic learning center, and special math and reading labs.

GRAPE STREET ELEMENTARY (Pre-K-6)
1940 E. 111th Street
Los Angeles, 90059

Los Angeles City Unified
(27)

* Ms. Carrie A. Haynes, Principal, 213-564-5941

Categorical Aid Funds: Miller-Unruh, $35,076; SB-90, Ch. 6.10, $96,444; Title I, $163,500.

GRAPE STREET ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	99.972	Pre-K	30
% Spanish Surname	.027	K	123
% Oriental	0	1	144
% American Indian	.001	2	133
		3	142
		4	132
		5	116
		6	104
		EMR	42

Socio-economic description of the school community:

This is an inner-city school surrounded by railroad tracks. Sixty percent of the students come from Federal housing projects.

Staffing over and above regular staff provided by the district:

A reading teacher, two instructional aides, three Miller-Unruh teachers, six SB-90 teachers, three norm reduction teachers, one librarian, two resource teachers, a Title I reading specialist, a part-time counselor, 22 education aides, one intermediate clerk, and one school clerk.

Other school or program features of interest:

Two pre-kindergarten classes, Title I funded; breakfast and lunch programs; an open classroom school, with classes multi-aged grouped, and an International Center for Educational Development Project School.

111TH STREET ELEMENTARY (Pre-K-6)
1630 E. 111th Street
Los Angeles, 90059

Los Angeles Unified
(28)

* Dr. Lovelia P. Flournoy, Principal, 213-564-2545

Categorical Aid Funds: Title I, $135,216;
AB-938, $93,246.

Ethnicity		Target Students	
% Black	100	1	45% of 114
% Spanish Surname	0	2	55% of 130
% Oriental	0	3	56% of 122
% American Indian	0	4	60% of 99
% Other Non-White	0	5	79% of 86
% Other White	0	6	81% of 106

111TH STREET ELEMENTARY (cont'd)

Socio-economic description of the school community:

111th St. School is located in a low socio-economic area with an all-black student population.

Staffing over and above regular staff provided by the district:

One Early Childhood Education teacher, seven persons funded by Title I and SB-90, six by AB-938, and two additional furnished by the district.

Other school or program features of interest:

Individually guided education units, one for K-3 and another for 4-6; a recreation reading room; Early Childhood multi-age grouping; cross-age tutoring, and parent-community involvement program.

116TH STREET SCHOOL (Pre-K-6)
11610 S. Stanford Ave.
Los Angeles, 90059

Los Angeles Unified
(29)

* Joseph Marino, Principal, 213-754-0424

Categorical Aid Funds: Title I - SB-90, Chapt. 6.10, $198,330.

Ethnicity		Target Students	
% Black	100	Pre-K	15
% Spanish Surname		K	65
% Oriental		1	86
% American Indian		2	82
% Other Non-White		3	92
% Other White		4	94
		5	76
		6	92
		EMR	17

Socio-economic description of the school community:

The all-black student population comes from the area bounded by Avalon, Central, 120th and 112th.

116TH STREET ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Four reading teachers, one teacher-librarian, one project coordinator, 14 teacher assistants, seven education aides and two clerks.

Other school or program features of interest:

SWRL Reading Program in kindergarten, a reading achievement center for grades one and two, a Formula Phonics Reading Program, grades 3-6, a club program in grades 3-6, and a pre-school program.

112TH STREET SCHOOL (Pre-K-6)
1265 E. 112th Street
Los Angeles, 90059

Los Angeles Unified
(30)

* John Foster, Principal, 213-567-2108

Categorical Aid Funds: Title I, $286,594; EMR Transitional Funds, $3,000.

Ethnicity		Target Students	
% Black	99.7	Pre-K	30
% Spanish Surname	.3	K	125
% Oriental	0	1	124
% American Indian	0	2	135
% Other Non-White	0	3	119
% Other White	0	4	104
		5	104
		6	108

Socio-economic description of the school community:

Eighty percent live in public housing units, with the majority of students coming from one-parent homes. The transiency rate is 48 percent.

Staffing over and above regular staff provided by the district:

A full-time nurse, one counselor, a curriculum consultant, a reading coordinator, a school-community specialist, a part-time counselor, school librarian, and a music teacher.

112TH STREET ELEMENTARY (cont'd)

Other school or program features of interest:

Title I ethnic studies center, PROJECT SEED, gifted program, Headstart, continuation program, an EH class, and an EMR program.

75TH STREET ELEMENTARY (Pre-K-6) — Los Angeles Unified
142 West 75th Street — (31)
Los Angeles, 90059

* Thomas D. Fiello, Principal, 971-8885

Categorical Aid Funds: Title I,$509,000; State Gifted, $2,212; EMR Transition, $5,100; EMR and EH, $1,110.08

Ethnicity		Target Students	
% Black	97.4	Pre-K	30
% Spanish Surname	2.4	K	180
% Oriental	.0	1	187
% American Indian	0	2	214
% Other Non-White	0	3	190
% Other White	0.2	4	196
		5	162
		6	186

Staffing over and above regular staff provided by the district:

Six reading specialists, two math specialists, one ethnic studies teacher, one vocal music and one instrumental, one physical education teacher, a full-time nurse, one counselor, two pre-kindergarten teachers, one community relations consultant, two academic consultants, one curriculum director, plus teachers for EMR, EH and an opportunity class.

Other school or program features of interest:

SEED math program in grades 3-6, Follow-Through grades 1-2, 35 tutors from Fremont High School, 30 Cal State observers, eight student teachers, the Pepperdine MUST Program, school breakfast and lunch program, an ethnic complex with 43 education aides to serve the 75th Street School as well as others in the area.

66TH STREET ELEMENTARY (K-6)
6600 S. San Pedro St.
Los Angeles, 90003

Los Angeles Unified
(32)

* Shirleen S. Bolin, Principal, 753-1589

Categorical Aid Funds: ESEA Title I, $65,737; SB-90,Ch.6.10, $94,596; AB-938, $128,592; Miller-Unruh, $23,384; ESEA Title II, $976.

Ethnicity		Target Students	
% Black	95.9	K	138
% Spanish Surname	4.1	1	163
% Oriental	0	2	150
% American Indian	0	3	151
% Other Non-White	0	4	135
% Other White	0	5	137
		6	144
		EMR	16

Staffing over and above regular staff provided by the district:

Eight AB-938 teachers, two Miller-Unruh teachers, two Title I teachers, 22 educational aides, a half-time Title I school clerk-typist, two part-time counselors, and a part-time nurse.

Other school or program features of interest:

Humanization workshops, IPI reading, English as a Second Language, aide participation, and a gifted program.

36TH STREET ELEMENTARY (K-6)
1771 W. 36th Street
Los Angeles, 90018

Los Angeles Unified
(33)

* Richard G. Guymon, Principal, 213-733-1178

Categorical Aid Funds: SB-90, $139,284; Title I, $96,790; Miller-Unruh, $23,384.

Ethnicity		Target Students	
% Black	94.2	K	123
% Spanish Surname	4.3	1	105
% Oriental	0.9	2	103
% American Indian	0.1	3	113
% Other Non-White	0.5	4	116
% Other White	0	5	94
		6	101
		EH	12

36TH STREET ELEMENTARY (cont'd)

Socio-economic description of the school community:

According to the 1970 census, 43.68 percent of the adults in the area have attained a high school diploma, with 4.66 percent having earned college degrees. Average family income was $7,588. Some 50.5 percent of the families receive AFDC, and there is a transiency rate of 54.1 percent. Average assessed value of the homes is $3,138.

Staffing over and above regular staff provided by the district:

Two teachers of EH classes, two Miller-Unruh teachers, with Title I and SB 90 funding an additional seven certificated positions in reading and math and 15 education aides.

Other school or program features of interest:

The developmental reading program is an individualized, diagnostic-prescriptive, criterion-referenced testing and reading-language system, featuring effective use of learning centers and the staff development of teachers and education aides. A Joint Educational Project provides semester-long field assignments with USC students working with pupils in classrooms and playgrounds under the direction of classroom teachers.

TRINITY STREET ELEMENTARY (Pre-K-6)
3736 Trinity Street
Los Angeles, 90051

Los Angeles City Unified
(34)

* Kenneth Fields, Principal, 213-232-2358

Categorical Aid Funds: AB-938, $96,444; Miller-Unruh, $23,384; Sb-90, Chapt. 6.10, $75,482; Title I, $108,620.

Ethnicity		Target Students	
% Black	85	Pre-K	30
% Spanish Surname	15	K	135
% Oriental	0	1	132
% American Indian	0	2	123
% Other Non-White	0	3	135
% Other White	0	4	138
		5	111
		6	114

TRINITY STREET ELEMENTARY (cont'd)

Socio-economic description of the school community:

The area is low income with concentrated violence, gangs and poverty. Many families are large and with single parents.

Staffing over and above regular staff provided by the district:

There is one ESL position and one reading specialist. The school also has a business manager, community liaison teacher, science lab teacher, reading coordinator, two Miller-Unruh specialists, 18 classroom aides, librarian, nurse, and counselor. The school uses conferencing instead of report cards, and utilizes an Advisory Council that ranges from 35 to over 75 parents.

SANTA FE MIDDLE SCHOOL (6-8)
148 W. Duarte Rd.
Monrovia, 91016

Monrovia Unified
(35)

* Mr. G. Woodgrift, Principal, 213-359-5301

Categorical Aid Funds: Title I, $29,836; AB-938 Demonstration reading, $79,679; ESEA Title II, $475; ESEA VII Careers, $500.

Ethnicity		Target Students	
% Black	19	6	132 Math
% Spanish Surname	15	7	
% Oriental	1	8	190 Reading
% American Indian	0		
% Other Non-White	1		
% Other White	64		

Socio-economic description of the school community:

The attendance area is of a low economic transient nature with divided families and working parents.

Staffing over and above regular staff provided by the district:

One math teacher-director, two math aides, one reading project director, one and one-half reading teachers, one reading psychologist part-time, four reading aides, one reading secretary, and one reading evaluator.

Other school or program features of interest:

A compensatory reading lab funded by AB 938 and a careers program under Title VII.

EDMONDSON ELEMENTARY (K-6)
15121 S. Grayland
Norwalk, 90650

Norwalk-La Mirada Unified
(36)

* George Keplinger, Principal, 213-868-0431, Ext. 512

Categorical Aid Funds: Title I, $108,930; ECE, $75,920; SB-90,CH. 6.10 $3,870.

Ethnicity		Target Students	
% Black	0	K	42
% Spanish Surname	73.69	1	61
% Oriental	0	2	68
% American Indian	.31	3	68
% Other Non-White	26.	4	64
% Other White	0	5	63
		6	54

Socio-economic description of the school community:

The school services a community made up of many families who are recent arrivals from Mexico as well as some well-established families.

Staffing over and above regular staff provided by the district:

Administrative coordinator, primary reading specialist, ECE coordinator, upper grade reading specialist, two home-school liaison persons, ten instructional aides, a medical-social worker, a psychologist 60 percent of the time, a four-hour library clerk, and audio-visual clerk and a parent coordinator.

Other school or program features of interest:

Edmondson offers a parent-child learning materials project and has a schoolwide emphasis on the Language Experience approach to reading.

LEXINGTON ELEMENTARY (K-6)
550 W. Lexington Ave.
Pomona, 91766

Pomona Unified
(37)

* Harland W. Donahue, Principal, 714-623-5251, Ext. 315

Categorical Aid Funds: SB90,CH.6.10 $53,285; Title I, $54,015;
ECE, $55,705; Miller-Unruh $10,000.

LEXINGTON ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	49	K	71
% Spanish Surname	35	1	100
% Oriental	0	2	107
% American Indian	0	3	114
% Other Non-White	1	4	122
% Other White	15	5	99
		6	99
		Spec. Ed.	39

Socio-economic description of the school community:

The area is low income with 65 percent of the students qualifying for free lunches.

Staffing over and above regular staff provided by the district:

A reading specialist, one math specialist and 27 instructional aides.

Other school or program features of interest:

A special education program largely integrated with the regular school in terms of individualized program, behavior program and participation in student activities. The school serves as a training center for district classes. There is also an Affective Domain Program designed to model pupil behavior on examples that are successful, using positive reinforcement.

GEORGE WASHINGTON ELEMENTARY (K-6)
975 East Ninth St.
Pomona, 91766

Pomona Unified
(38)

* James E. Taylor, Principal, 714-623-5251

Categorical Aid Funds: Miller-Unruh, $10,000; SB-90, Chapt. 6.10, $72,814; Title I, $78,960; AB 2284, $7,000.

GEORGE WASHINGTON ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	2	K	85
% Spanish Surname	50	1	76
% Oriental	0	2	70
% American Indian	0	3	64
% Other Non-White	0	4	83
% Other White	0	5	67
		6	59

Socio-economic description of the school community:

The area is low income, high transiency, predominantly absentee landlord housing.

Staffing over and above regular staff provided by the district:

Math and reading resource teachers, community liaison, additional psychologist and nursing time, instructional aides, bilingual aide, and a part-time clerk.

Other school or program features of interest:

A multi-unit school housed in old self-contained facilities; the use of various materials and programs directed toward individualizing instruction; and a management system that includes multi-aged grouping of students and differentiated staffing.

MARIPOSA ELEMENTARY (K-8)
Mariposa, 95338

Mariposa County Unified
(39)

* Dale Alger, Principal, 209-966-2314

Categorical Aid Funds: ECE, $13,000. (This school has become ineligible for Title I.

Ethnicity		Target Students	
% Black	0	K	50
% Spanish Surname	0	1	34
% Oriental	0	2	34
% American Indian	8	3	34
% Other Non-White	0		
% Other White	92		

MARIPOSA ELEMENTARY (cont'd)

Socio-economic description of the school community:

Mariposa is a small rural town with the typical makeup of that type of community.

Staffing over and above regular staff provided by the district:

ECE funds make possible paid aides. Volunteers are used in kindergarten, and tutors from the district's seventh and eighth grades.

Other school or program features of interest:

Individualized reading program and utilization of a reading laboratory staffed exclusively with aides.

REDWOOD ELEMENTARY (K-3)
324 S. Lincoln St.
Fort Bragg, 95437

Fort Bragg Unified
(40)

* Thomas M. Hunt, Principal, 707-964-5645

Categorical Aid Funds: ECE, $439.40; Title I, $260.00; Title II, $500.00

Ethnicity		Target Students	
% Black	1	K	24
% Spanish Surname	3	1	26
% Oriental	1	2	30
% American Indian	1	3	24
% Other Non-White	1		
% Other White	94		

Socio-economic description of the school community:

The community is white lower and middle class, described as "hard working people with a seasonal employment based on lumber and fishing."

REDWOOD ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Funds from Title I and ECE provide certificated help in music, physical education and resource centers, plus ten teacher aides.

Other school or program features of interest:

A district-funded EH first grade, a kindergarten gym, an LDG class and team teaching in kindergarten.

MENDOCINO GRAMMAR (K-6)
P. O. Box 226
Mendocino, 95460

Mendocino Unified
(41)

* R. Jaulus, Principal, 707-937-0042

Categorical Aid Funds: Title I, $21,970; ECE, $10,660; Title II, $250.00

Ethnicity	Target Students	
% Black		
% Spanish Surname	1	15
% Oriental	2	16
% American Indian	3	12
% Other Non-White	4	10
% Other White	5	10
	6	5

Socio-economic description of the school community:

Mendocino is multi-socio-economic with many life styles, from straight, to hip, to rural, artist and professional.

Staffing over and above regular staff provided by the district:

The county office provides part-time psychological, speech and nursing services. A reading specialist and instructional aides are provided by ECE and Title I.

BROOKSIDE ELEMENTARY (K-4)
Spruce & Lincoln Way
Willits, 95490

Willits Unified
(42)

* Lawrence C. Lester, Principal, 707-459-5385

Categorical Aid Funds: Miller-Unruh, $11,774; ECE, $31,265; SB 90,Ch. 6.10, $33,726; Title I, $60,393.

Ethnicity	Target Students	
% Black	K	42
% Spanish Surname	1	42
% Oriental	2	75
% American Indian	3	60
% Other Non-White	4	84
% Other White		

Socio-economic description of the school community:

This school is located in a community based on a season lumber-related economy. Sixty percent of the students are bused from outlying areas. Thirty-five percent receive free lunches.

Staffing over and above regular staff provided by the district:

One Miller-Unruh reading specialist and one SB-90 math specialist. Each A.B. 1331 pre-school teacher is assisted by an aide.

Other school or program features of interest:

Continuous progress reading and math programs, school-wide use of pupil contracting and learning centers, volunteer aide time totaling 2,000 hours and multi-age grouping.

DOS PALOS HIGH SCHOOL (9-12)
1701 E. Blossom St.
Dos Palos, 93620

Dos Palos District
(43)

* Leamon Hanson, Principal, 209-392-2131

Categorical Aid Funds: Right to Read, $21,000; VEA, $15,000; SB 90, Ch. 6.10 $63,000; Title I, $61,000.

DOS PALOS HIGH SCHOOL (Cont'd)

Ethnicity		Target Students	
% Black	11	9	187
% Spanish Surname	42.5	10	175
% Oriental	1	11	141
% American Indian	.5	12	97
% Other Non-White	0		
% Other White	45		

Socio-economic description of the school community:

Almost 60 percent of the families earn less than $5,000 per year, and many receive public assistance.

Staffing over and above regular staff provided by the district:

Four special reading teachers, 2 aides, one home-school liaison worker, three math specialists, diagnostic testers, and a part-time counselor.

Other school or program features of interest:

The school has a career center, a learning resource center and a bilingual program. There are individuals from the community who staff the tutoring centers on a volunteer basis.

SHEARER ELEMENTARY (K-6)
1601 Pine St.
Napa, 94558

Napa Valley Unified
(44)

* Ronald E. Lauritsen, Principal, 707-252-5508

Categorical Aid Funds: Title I, $47,628.00

Ethnicity		Target Students	
% Black	.25	K	38
% Spanish Surname	9	1	17
% Oriental	.25	2	7
% American Indian	.05	3	8
% Other Non-White	0	4	32
% Other White	90	5	1

SHEARER ELEMENTARY (cont'd)

Socio-economic description of the school community:

The area is highly mobile with middle to low socio-economic status.

Staffing over and above regular staff provided by the district:

One Title I reading specialist, one LDG teacher, and two Title I aides.

Other school or program features of interest:

Differentiated instruction, cross-age tutoring, volunteer teacher aides (parent, college students, junior and senior high students, NYC/ROP), individualized teaching, precision teaching, prescriptive teaching, open court reading, Madera math, student service and student productions.

THOMAS JEFFERSON ELEMENTARY (K-6)
504 E. South Street
Anaheim, 92805

Anaheim City District
(45)

* Mr. R. F. Roberts, Principal, 714-535-6085

Categorical Aid Funds: Title I, $113,633; ECE, $44,005; AB-2284, $15,552.

Ethnicity		Target Students	
% Black	1	K	49
% Spanish Surname	38	1	86
% Oriental	0	2	64
% American Indian	0	3	36
% Other Non-White	1	4	48
% Other White	60	5	26
		6	20

Socio-economic description of the school community:

The area is low to middle income with the district encompassing much light industry.

THOMAS JEFFERSON ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Eighteen instructional aides, a half-time home-school counselor, half-time nurse, one-third time psychologist, part-time community aide, one-third released teacher for ECE, one-third time aide to released ECE teacher, and a full-time certificated resource teacher.

Other school or program features of interest:

Comprehensive learning center, including a reading and math laboratory; and a Professional Development Center serving to aid student teachers and their experimentation with innovative programs.

GEORGE WASHINGTON ELEMENTARY (K-2)
233 E. Chartres St.
Anaheim, 92805

Anaheim City School District
(46)

* Clemente Mendez, Jr., Teaching-Principal, 714-533-3181

Categorical Aid Funds: AB-2284, $17,559; ECE, $20,020; Title I, $18,290.

Ethnicity		Target Students	
% Black	0	K	39
% Spanish Surname	70	1	32
% Oriental	2	2	25
% American Indian	0		
% Other Non-White	0		
% Other White	28		

Socio-economic description of the school community:

The school has the highest AFDC count in the district and a high percentage of low-cost rental housing.

Staffing over and above regular staff provided by the district:

Seven aides, a part-time project manager, a nurse, psychologist, community aide and home-school counselor.

GEORGE WASHINGTON ELEMENTARY (cont'd)

Other school or program features of interest:

Besides being a Title I school, Washington is a pre-K through second grade school. It has an AB 1331 Pre-school program, an Early Childhood Education Program and an AB 2284 bilingual-bicultural program.

POMONA ELEMENTARY (K-5)
2501 Pomona Ave.
Costa Mesa, 92660

Newport-Mesa District
(47)

* Robert Bruns, Principal, 646-0258

Categorical Aid Funds: Title I, $30,360; ECE, $39,000; AB 2284, $7,200.

Ethnicity		Target Students	
% Black	1	K	18
% Spanish Surname	18	1	28
% Oriental	1	2	15
% American Indian	0	3	15
% Other Non-White	1	4	10
% Other White	79	5	10

Socio-economic description of the school community:

Pomona is located in a low income area of predominantly white families.

Staffing over and above regular staff provided by the district:

There are four half-time teachers, one full-time teacher and one full-time aide.

Other school or program features of interest:

The school operates a bilingual kindergarten.

LOWELL ELEMENTARY (K-5)
915 W. Richland
Santa Ana, 92701

Santa Ana Unified
(48)

* Ted Beasley, Principal, 714-558-5841

Categorical Aid Funds: Title I, $246,713.

Ethnicity		Target Students	
% Black	5.73	K	104
% Spanish Surname	67.60	1	97
% Oriental	.23	2	102
% American Indian	.12	3	78
% Other Non-White	0	4	70
% Other White	26.32	5	73

Socio-economic description of school community:

Low socio-economic with a high density of families with Spanish surnames. About 100 pupils come from middle income homes.

Staffing over and above regular staff provided by the district:

A media specialist, three instructional aides and a reading specialist.

Other school or program features of interest:

A bilingual reading specialist works with non-English speaking students and students enrolled in English as a Second Language. The staff also includes a counselor, media specialist and a psycho-behavioral technician to work on behavior modification. The school has computer-assisted instruction in math, ungraded team teaching and cross-age tutoring.

EDGEMONT ELEMENTARY (Pre-school-6)
21790 Eucalyptus
Riverside, 92508

Moreno Valley Unified
(49)

* Albert S. Owen, Jr., Principal, 714-653-6114

Categorical Aid Funds: Title I, $42,140; Miller-Unruh, $8,300; ESEA, Title III (SWRL), $1,900; NDEA Title III, $2,000.

EDGEMONT ELEMENTARY (cont'd)

Ethnicity	
% Black	9.32
% Spanish Surname	10.46
% Oriental	3.43
% American Indian	.19
% Other Non-White	0
% Other White	76.62

Target Students	
Pre-K	15
K	37
1	14
2	19
3	20
4	23
5	23
6	30

Socio-economic description of school community:

The SES ranges from low to high average. With 50 percent of the families connected to March Air Force Base, the annual turnover is 72 percent.

Staffing over and above regular staff provided by the district:

One full-time resource teacher, a half-time psychologist, a half-time nurse, and a half-time speech therapist.

Other school or program features of interest:

The University of California at Riverside operates an off-campus Teacher Education Center. Other programs include staggered reading, three EH classes, block parents, and diagnostic-prescriptive reading and math.

EMERSON ELEMENTARY (K-6)
4660 Ohawa Ave.
Riverside, 92507

Riverside Unified
(50)

* Leon S. Shockley, Principal, 714-781-2254

Categorical Aid Funds: Miller-Unruh, $11,770.00

Ethnicity	
% Black	43
% Spanish Surname	3
% Oriental	1
% American Indian	0
% Other Non-White	3
% Other White	50

Target Students	
1	25
2	30
3	24

EMERSON ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Miller-Unruh and transitional education teachers supplement the regular staff.

Other school or program features of interest:

Prescriptive reading inventory and STEP math programs, Right to Read parent volunteers and team teaching.

JEFFERSON ELEMENTARY (Pre-K-6)
4285 Jefferson St.
Riverside, 92504

Riverside Unified
(51)

* Dick Haynes, Principal, 714-781-2412

Categorical Aid Funds: ECE, $58,565; Title I, $147,627; Emergency School Aid Act, $27,094.

Ethnicity		Target Students		
		ECE	T-I	
% Black	13.5	K 94	44	
% Spanish Surname	15.2	1 90	68	
% Oriental	0	2 79	52-1	(alt.)
% American Indian	1.7	3 118	64-8	"
% Other Non-White	0	4	62-1	"
% Other White	69.6	5	60-1	"
		6	60-5	"

Socio-economic description of the school community:

The school draws from four attendance areas with varying characteristics, from single-family dwellirgs to older family-established residences, some located in a transitional business section. The population is stratified with Caucasian, Black, Mexican-American and ranges from middle high to low in socio-economic status.

Staffing over and above regular staff provided by the district:

Thirty-one instructional aides, two resource persons for Projects-ECE/TI with a part-time assistant, a E.S.A.A. curriculum specialist and an assistant to office-teacher on special assignment.

JEFFERSON ELEMENTARY (cont'd)

Other school or program features of interest:

Continuous reading and mathematics programs, pre-school language development, spring pre-school program, visually handicapped and learning disability groups, mentally gifted minor program, human relations center, learning resource facility and involvement in the federally funded Emergency School Aid Act. A parent-staff group serves as an advisory council.

LIBERTY ELEMENTARY (K-6)
9631 Hayes St.
Riverside, 92503

Riverside Unified
(52)

* Joan Smurtliff, Principal, 781-2244

Categorical Aid Funds: Miller-Unruh, $10,000.00

Ethnicity		Target Students	
% Black	3	K	
% Spanish Surname	21	1	18
% Oriental	4	2	16
% American Indian	4	3	28
% Other Non-White	2		
% Other White	73		

Socio-economic description of the school community:

Liberty School is located in a low to low-middle income area.

Staffing over and above regular staff provided by the district:

One Miller-Unruh teacher.

Other school or program features of interest:

Individualized instruction, team teaching, objectives-based continuous reading program, developmental language program for bilingual children.

F. H. BUTTERFIELD (K-12)
3933 Harrison St.
Riverside, 92503

Office of Riverside Co
Supt. of Schools
(53)

* C. J. McGrady, Principal, 714-688-8671

Categorical Aid Funds: St. Apport. (ADA), $114,296; Co. Tax, $51,351; Fed. Title I, $35,083.

Ethnicity	
% Black	10
% Spanish Surname	23
% Oriental	2
% American Indian	5
% Other Non-White	0
% Other White	60

Target Students	
K	2
1	1
2	1
3	1
4	1
5	2
6	5
7	7
8	24
9	39
10	33
11	44
12	20

Socio-economic description of the school community:

All students are from culturally disadvantaged homes.

Staffing over and above regular staff provided by the district:

One teacher and one teacher assistant.

Other school or program features of interest:

The school highlights the practical relevance of the curriculum, total individualized instruction and the self-concept enhancing creative craft programs.

JAMES MC KEE ELEMENTARY (K-3)
8701 Halverson Dr.
Elk Grove, 95624

Elk Grove Unified
(54)

* Charlotte A. Barnes, Ed. D., Principal, 916-685-3615

JAMES MC KEE ELEMENTARY (cont'd)

Categorical Aid Funds: Title I, $8,500; AB 2284, $32,000.

Ethnicity		Target Students	
% Black	1	K	14
% Spanish Surname	19	1	14
% Oriental	3	2	7
% American Indian	1	3	4
% Other Non-White	2		
% Other White	74		

Socio-economic description of the school community:

About fifty percent of the students come from middle class homes; the remaining children are from disadvantaged or non-English speaking families.

Staffing over and above regular staff provided by the district:

A Miller-Unruh teacher and a district-funded reading teacher. Aides assist in the reading program.

Other school or program features of interest:

Project Amigos is a bilingual program staffed with a total bilingual staff (Spanish/English). Next year the school will include grades K-6 and the bilingual program will be extended to serve all grade levels. State funds are expected to provide an Early Childhood Education program at the school.

OAK RIDGE ELEMENTARY (K-6)
4501 Sacramento Blvd.
Sacramento, 95810

Sacramento City Unified
(55)

* Bill G. Lukey, Principal, 916-454-8787

Categorical Aid Funds: Title I, SB-90, Ch. 6.10, $121,000; & Miller-Unruh (combined budget)

Ethnicity		Target Students	
% Black	47.9	K	40
% Spanish Surname	27.1	1	40
% Oriental	0.5	2	46
% American Indian	0	3	42
% Other Non-White	0	4	50
% Other White	23.5	5	38
		6	43

OAK RIDGE ELEMENTARY (cont'd)

Socio-economic description of the school community:

Seventy to eighty percent of the students come from families assisted by AFDC funds and live in a low socio-economic area.

Staffing over and above regular staff provided by the district:

One resource teacher, two Miller-Unruh teachers, a part-time counselor, twelve aides, five college work study students, a part-time student from U.C. Davis and a bilingual teacher assistant who works part-time.

Other school or program features of interest:

Individualized instruction is based on performance objectives, criterion referenced testing, individual and group reading and math profiles.

DE ANZA JUNIOR HIGH (7-8)
1450 So. Sultana Ave.
Ontario, 91761

Ontario-Montclair Dist
(56)

* Robert Vislay, Principal, 714-986-8577

Categorical Aid Funds: AB 938 Demonstration, $164,000; SB-90, Ch. 6.10, $22,834.

Ethnicity		Target Students	
% Black	6.7	7	221
% Spanish Surname	52.0	8	360
% Oriental (less)	1		
% American Indian	1		
% Other Non-White	0		
% Other White	41.0		

Socio-economic description of the school community:

The school is located in a semi-rural setting in a city of 67,000 population. DeAnza students come from lower to middle-income families earning from $6,000 to $10,000.

DE ANZA JUNIOR HIGH (cont'd)

Staffing over and above regular staff provided by the district:

The AB 938 Reading Center staff includes one director, one counselor, one secretary, three reading teachers, six instructional aides and one community liaison person. A Reading Development Center (SB-90) staffs two aides.

Other school or program features of interest:

Reading center, reading development center, individualized ungraded social studies program, individualized, ungraded step math program, pre-school library and story hour, decentralized library, special program for Spanish speaking monolingual students.

BRADLEY ELEMENTARY (K-6)
1300 Valencia Ave.
San Bernardino, 92404

San Bernardino Unified
(57)

* Mrs. Lynette Forte, Principal, 889-0604

Categorical Aid Funds: Title I, $66,668; SB-90, Ch. 6.10, $64,054.

Ethnicity		Target Students	
% Black	9.6	K	66
% Spanish Surname	25.2	1	87
% Oriental	.3	2	86
% American Indian	.5	3	88
% Other Non-White	[illegible]	4	75
% Other White	[illegible].5	5	80
		6	75

Socio-economic description of the school community:

Students come from middle to low income families. Many are assisted by welfare funds.

Staffing over and above regular staff provided by the district:

Two resource teachers, two community aides, a librarian, ESL tutor, nurse, office clerk and classroom instructional aides.

BRADLEY ELEMENTARY (cont'd)

Other school or program features of interest:

The school has an MGM program and SILS individualized instruction.

CALIFORNIA ELEMENTARY (K-6)
2699 N. California
San Bernardino, 92405

San Bernardino City Unified
(58)

* Charles L. Reynolds, Principal, 714-887-5116

Categorical Aid Funds: SB 90, Ch. 6.10, $35,450; Miller-Unruh, $1,126; Title I, $36,363.

Ethnicity		Target Students	
% Black	90.9	K	27
% Spanish Surname	6.3	1	28
% Oriental	0	2	38
% American Indian	0	3	24
% Other Non-White	0	4	43
% Other White	2.8	5	34
		6	29

Socio-economic description of the school community:

California Elementary ranks as the greatest need school in this district as determined by Title I. Although located outside of central San Bernardino, population characteristics identify it as a ghetto school. Seventy-seven percent of the students' families receive AFDC funds.

Staffing over and above regular staff provided by the district:

Compensatory Education funding provides a certificated staff of reading and math resource teachers and a Child Development teacher. Classified personnel serve as reading and math resource aides, librarian and assistants for each classroom.

Other school or program features of interest:

The school offers a building management plan, a student movement pattern, positive community involvement approach, inservice program and a sequenced instructional learning system.

MONTEREY ELEMENTARY (K-6)
24644 Monterey St.
San Bernardino, 92410

San Bernardino Unified
(59)

* Ola C. Dennis, Principal, 714-885-7000

Categorical Aid Funds: Title I, $75,000; ESEA, Title II, $1,500.

Ethnicity		Target Students	
% Black	.05	Pre-K	32 (Headstart)
% Spanish Surname	.30	K	68
% Oriental	.01	1	83
% American Indian	0	2	70
% Other Non-White	0	3	77
% Other White	.64	4	72
		5	71
		6	71

Socio-economic description of the school community:

Monterey School ranks fourth in the district's AFDC count of needy children. This is a low income, welfare family community.

Staffing over and above regular staff provided by the district:

One Child Development teacher, one community aide, two resource teachers for math and reading and one ESOL aide.

JOHN J. MONTGOMERY ELEMENTARY (K-6)
1601 Hermosa
Chula Vista,

Chula Vista City Schools
(60)

* Charles R. Boucher, Principal, 714-422-8319

Categorical Aid Funds: Title I, $49,059; Title VII, $26,550; AB 2284, $35,000; Miller-Unruh, $21,066.

Ethnicity		Target Students			
% Black	.4		Title I	VII	2284
% Spanish Surname	74	K	49	62	62
% Oriental	.2	1	32	72	72
% American Indian	0	2	35	72	72
% Other Non-White	.08	3	39	62	0
% Other White	25.32	4	58	79	0
		5	49	71	71
		6	49	91	91

JOHN J. MONTGOMERY ELEMENTARY (cont'd)

Socio-economic description of the school community:

Student population is 75 percent Mexican-American. Families are in the low to middle income range.

Staffing over and above regular staff provided by the district:

One ESL teacher, one bilingual resource teacher, 13 aides and one community aide.

Other school or program features of interest:

A parent participation nursery school is located on campus. Many parents volunteer to assist in the school program.

GOMPERS JUNIOR HIGH SCHOOL (7-9)
1005 47th Street
San Diego, 92103

San Diego Unified
(61)

* Wendell McFadden, Principal, 714-264-0121

Categorical Aid Funds: Title I, $93, 138; Title III, $50,545;
Demonstration AB-938 $90,466.

Ethnicity		Target Students	
% Black	85.2	7	200
% Spanish Surname	10.4	8	161
% Oriental	0.5	9	250
% American Indian	0.2		
% Other Non-White	2.2		
% Other White	1.4		

Socio-economic description of the school community:

The average student attending Gompers comes from an economically disadvantaged background. Approximately 45 percent of the families receive public assistance under AFDC.

Staffing over and above regular staff provided by the district:

Six and one-half certificated positions and instructional aides are provide above the regular staffing formula.

GOMPERS JUNIOR HIGH SCHOOL (cont'd)

Other school or program features of interest:

The major thrust of the instructional program is to provide an individualized continuous progress system of instruction with sufficient staff, materials and equipment to diagnose student deficiencies, prescribe required instruction and reinforce learning behavior. The math lab, reading center and tutorial program are important aspects of the instructional program.

JOHN F. KENNEDY ELEMENTARY (K-6)
445 South 47th St.
San Diego, 92113

San Diego Unified
(62)

*Roger W. Challberg, Principal, 714-264-3177

Categorical Aid Funds: Title I, $116,000; Miller-Unruh, $18,000.

Ethnicity		Target Students	
% Black	92.2	K	67
% Spanish Surname	5.9	1	49
% Oriental	0.2	2	82
% American Indian	0.0	3	75
% Other Non-White	0.6	4	63
% Other White	1.0	5	69
		6	48

Socio-economic description of the school community:

Forty-eight percent of the families are on AFDC. Other families have a wide range of income levels.

Staffing over and above regular staff provided by the district:

A part-time district counselor and an In-school Resource teacher.

Other school or program features of interest:

Kennedy-Spreckels Interschool program: Two schools that differ in socio-economic status and ethnic ratio participate in combined activities throughout the year (i.e., spelling bees, math competition, field trips, camp experience, exchange programs, etc.).

LOWELL ELEMENTARY (Pre-K-6)
1110 Beardsley
San Diego, 92113

San Diego Unified
(63)

* Eloiza Cisneros, Principal, 714-232-6779

Categorical Aid Funds: Title I, $35,342; AB 2284, District Comp. Ed., $8,066; Early Childhood Ed., $30,950.

Ethnicity		Target Students	
% Black	5.9	1	33
% Spanish Surname	93.0	2	35
% Oriental	0	3	45
% American Indian	0	4	55
% Other Non-White	0	5	45
% Other White	1.1	6	22

Socio-economic description of the school community:

This school is in a low economic area.

Staffing over and above regular staff provided by the district:

One reading teacher, one auxiliary teacher and seven bilingual aides.

Other school or program features of interest:

Programs include a Primary Bilingual/Bicultural Program, a Lowell Medical Project, Nutrition Program and Share tutors. The school also offers a breakfast program.

MEMORIAL JR. HIGH (7-9)
2884 Marcy Ave.
San Diego, 92113

San Diego Unified
(64)

* Herbert Ibarra, Principal, 714-232-0854

Categorical Aid Funds: ESEA-Title I, $140,668; ESEA-Title III, $122,368; ESEA-Title II, Phase I, $1,050.

MEMORIAL JUNIOR HIGH (cont'd)

Ethnicity		Target Students	
% Black	47.1	7	190
% Spanish Surname	49.1	8	197
% Oriental	0.2	9	159
% American Indian	0.1		
% Other Non-White	1.6		
% Other White	1.9		

Socio-economic description of the school community:

The school location is described as a ghetto area within inner-city and central-core city.

Staffing over and above regular staff provided by the district:

Title I: Two resource teachers, one parent counselor, one grade level counselor and three instructional aides. Title III: Two resource teachers, two classroom teachers and one clerical assistant.

Other school or program features of interest:

District Compensatory Education includes Reading Demonstration Replacement, an extended day Community Schools Recreation Program, ESL Replacement and a Model Schools Pilot Program.

SAN DIEGO HIGH SCHOOL (10-12)
1202 Russ Blvd.
San Diego, 92101

San Diego Unified
(65)

* James F. Gauntlett, Principal, 714-233-5101

Categorical Aid Funds: Title I, $59,598.

Ethnicity		Target Students	
% Black	21.0	10	231
% Spanish Surname	41.3		
% Oriental	2.3		
% American Indian	0.1		
% Other Non-White	0.8		
% Other White	34.5		

SAN DIEGO HIGH SCHOOL (cont'd)

Socio-economic description of the school community:

San Diego High School is in the downtown area and is rather unique in that students come from all economic backgrounds. Students live in the poorest area or come from some of the finest homes in the city. There are several community centers including one within the 1400-acre Balboa Park.

Staffing over and above regular staff provided by the district:

Approximately 7 percent of the personnel is in excess of regular district staffing.

Other school or program features of interest:

Because the curriculum ranges from EMR courses to advanced and honors work, varied programs are offered which reflect the philosophy of the importance of the individual student. Included are courses in bilingual business education, consumer and family studies, tutorial programs and college and career counseling.

EDISON ELEMENTARY SCHOOL (4-6)
3531 22nd St.
San Francisco, 94114

San Francisco Unified
(66)

* Jay Sanchez, Principal, 415-647-1128

Categorical Aid Funds: Title I, $174,420; ESAA, $1,712.

Ethnicity		Target Students	
% Black	22.5	4	70
% Spanish Surname	30.7	5	83
% Oriental	18.1	6	100
% American Indian	0.0		
% Other Non-White	9.6		
% Other White	19.1		

Socio-economic description of the school community:

Attendance is drawn from the John Muir Area which is predominantly black, the Hawthorne Area which is populated mainly by the Chinese and the Edison area, predominantly a Spanish surname community.

EDISON ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Two ESEA Reading research teachers, two ESEA math research teachers and one ESEA coordinator.

Other school or program features of interest:

A Community Art Program is a special feature.

BENJAMIN FRANKLIN JUNIOR HIGH SCHOOL
1430 Scott St.
San Francisco, 94102

San Francisco Unified
(67)

* Booker W. Carter, Principal, 415-567-6988

Categorical Aid Funds: Senate Bill 375, $114,599; SB-90, Ch. 6.10, $69,000; AB 938 Demonstration, $114,000

Ethnicity		Target Students	
% Black	95		
% Spanish Surname	0		
% Oriental	1	8	220
% American Indian	1		
% Other Non-White	2		
% Other White	1		

Socio-economic description of the school community:

Although the area is undergoing redevelopment, many of the structures date back to before the fire and earthquake of 1906. In general, present conditions place the area in the category of a ghetto environment with the attendant social and economic disadvantages. Sixty-five percent of the students classify as coming from low income homes.

Staffing over and above regular staff provided by the district:

A project director, secretary, reading laboratory instructor, two reading teachers, nine classroom paraprofessionals and one community liaison person.

Other school or program features of interest:

This school offers a reading lab and skills center, classroom organizations, daily inservice programs, materials centers, peer counseling, learning specialist and a parent support group.

LOG CABIN SCHOOL (9-12)
La Honda, 94020

San Francisco Unified
(68)

* John Kearney, Principal, 415-747-0054

Categorical Aid Funds: Title I, $10,647.

Ethnicity		Target Students	
% Black	49	9	11
% Spanish Surname	19	10	34
% Oriental	4	11	13
% American Indian	3	12	8
% Other Non-White	9		
% Other White	16		

Socio-economic description of the school community:

This school offers an educational program to San Francisco Juvenile Court wards who are assigned by the S.F. Juvenile Court. The facility gives 24-hour custodial supervision. The school population is termed multi-cultural and represents a racial cross section of San Francisco.

Staffing over and above regular staff provided by the district:

Two ESEA paraprofessionals and two ESEA consultants.

Other school or program features of interest:

Emphasis is directed to team teaching in the academic subjects, pupil evaluation letters to parents, success directed curriculum and individualized instruction as determined by diagnostic prescription.

SUTRO ELEMENTARY (K-3)
248 Funston Ave.
San Francisco, 94118

San Francisco Unified
(69)

* Lucille McGovern, Principal, 415-221-2773

Categorical Aid Funds: Title I, $70,140.

SUTRO ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	28.4	K	39
% Spanish Surname	3.4	1	43
% Oriental	32.0	2	39
% American Indian	0	3	44
% Other Non-White	3.1		
% Other White	33.1		

Socio-economic description of the school community:

Approximately 80 children are bused in from Western Addition area. The children who live within walking distance, represent a cross section of race and economic status.

Staffing over and above regular staff provided by the district:

One reading resource teacher, one math resource teacher, one parent liaison worker, six part-time paraprofessionals, a half-time counselor and part-time speech clinician and clerk.

Other school or program features of interest:

A School Age Children's Center serves about 65 children. The Multi-Media Center is housed in a former auditorium. The auditorium stage is used for ESL classes for approximately 37 children. The school also features a kindergarten perceptual motor program.

MARTIN LUTHER KING, JR. ELEMENTARY (K-6) — Stockton Unified (70)
2640 East Lafayette St.
Stockton, 95205

* Bob Cain, Acting Principal, 209-466-3911, Ext. 653

Categorical Aid Funds: ESEA, Title I, $345,404.

Ethnicity		Target Students	
% Black	31.9	K	152
% Spanish Surname	29.9	1	155
% Oriental	2.9	2	160
% American Indian	0.2	3	190
% Other Non-White	0.4	4	171
% Other White	34.7	5	149
		6	161

MARTIN LUTHER KING, JR. ELEMENTARY (cont'd)

Socio-economic description of the school community:

This school has approximately 36 percent of its families on AFDC. The middle socio-economic area is located on the east side of town.

Staffing over and above regular staff provided by the district:

King School is staffed by 19 full-time and four half-time instructional aides. In addition, there are four instructional specialists, one ESL specialist, one intergroup specialist, one community aide, one library aide, one counselor and one materials clerk.

Other school or program features of interest:

The school operates under a court order requiring racial integration. Approximately 265 Anglo children are bused from 14 different elementary schools on a voluntary basis. Team teaching, multiple-age grouping, and individualized instruction are implemented. The plant is designed to facilitate team teaching.

MARTIN VAN BUREN ELEMENTARY (K-6)
1628 E. 10th St.
Stockton, 95202

Stockton Unified
(71)

* Frank E. Remus, Principal, 209-466-3911, Ext. 335

Categorical Aid Funds: Title I, $97,920; ECE, $43,297;
AB 938, $33,600; SB 90, Ch. 6.10, $101,425.

Ethnicity		Target Student
% Black	63.6	Pre-K 56 (Funded separately)
% Spanish Surname	31.5	K 100
% Oriental	0	1 82
% American Indian	0.5	2 84
% Other Non-White	0.5	3 77
% Other White	3.8	4 79
		5 73
		6 68

Socio-economic description of the school community:

Students live in Federal and County Housing Projects.

MARTIN VAN BUREN ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Three reading specialists, one math instruction specialist, one ESL specialist, three classroom teachers, one counselor, one intergroup instructional specialist, one community aide, 14 instructional aides and one clerk-typist.

Other school or program features of interest:

Special emphasis is placed on reading and language instruction. The school is served by the Teacher Corps Program.

MC KINLEY ELEMENTARY (K-6)
701 Paloma Ave.
Burlingame, 94010

Burlingame Elementary
(72)

* Daryl Jasperson, Principal, 415-344-9313

Categorical Aid Funds: Title I, $15,000.

Ethnicity		Target Students	
% Black	.3	K	4
% Spanish Surname	3.7	1	6
% Oriental	2.9	2	7
% American Indian	0	3	3
% Other Non-White	0	4	5
% Other White	93.1	5	5
		6	5

Socio-economic description of the school community:

The community is a light industry/bedroom/shopping area. There are libraries, parks and playground facilities. The total school district's population extends from the very affluent to a small percentage of welfare cases.

Staffing over and above regular staff provided by the district:

A Title I teacher.

MC KINLEY ELEMENTARY (cont'd)

Other school or program features of interest:

The school program includes team teaching, individualized instruction, PE program, classroom learning centers and a media center. Volunteers, students and paid aides are used in learning-teaching centers.

LA CUMBRE JUNIOR HIGH (7-9)
2255 Modoc Road
Santa Barbara, 93101

Santa Barbara High School Dist.
(73)

* Paul G. Dal Bello, Principal, 805-687-0761

Categorical Aid Funds: ESEA, Title I, $74,217; AB 938, Demonstration, $154,975; Voc. Ed. Part C, $29,635; District Support, $15,000.

Ethnicity		Target Students	
% Black	4.05	7	146
% Spanish Surname	30.79	8	77
% Oriental	1.27	9	439
% American Indian	.40		
% Other Non-White	0		
% Other White	63.49		

Socio-economic description of the school community:

La Cumbre is situated in a middle to lower socio-economic neighborhood with a considerable number of multiple dwellings.

Staffing over and above regular staff provided by the district:

With AB 938 assistance, there is a director, a counselor, four teachers, six aides, one secretary and a .6 time nurse. Title I funds provide two reading and two math teachers, and four aides. Career Education has one counselor and a classified information career technician.

Other school or program features of interest:

A Career Center offers a counselling and guidance service. District money ($20,000) has been supplied to supplement the AB 938 program which was cut approximately 10 percent.

LINCOLN PRIMARY (K-2)
119 East Cota Street
Santa Barbara, 93101

Santa Barbara City Schools
(74)

* Marten D. Mailes, Principal, 805-963-4331

Categorical Aid Funds: SB 90, Ch. 6.10, $12,249; Title I, $19,627; AB-938, $11,460; Total Comp. Ed., $43,336.

Ethnicity		Target Students	
% Black	6	K	56
% Spanish Surname	53	1	26
% Oriental	1	2	20
% American Indian	0		
% Other Non-White	0		
% Other White	40		

Socio-economic description of the school community:

The attendance area extends from the ocean to the mountains through the center of the city east of State Street and west of Milpas Street. Social economic level extends from absolute poverty level to very high economic level with only a few middle social economic families represented.

Staffing over and above regular staff provided by the district:

One full-time, one part-time compensatory education teachers, one reading resource teacher, librarian, six aides, a nurse, psychologist, speech therapist and LDG teacher.

Other school or program features of interest:

Special features include a reading resource room, library, an LDG and special education class.

SANTA BARBARA JUNIOR HIGH (7-9)
721 E. Cota
Santa Barbara, 93101

Santa Barbara High School District
(75)

* Earl F. Glahn, Principal, 805-963-7751

Categorical Aid Funds: Title I, $82,088; AB 938, Demonstration, $177,398.

SANTA BARBARA JUNIOR HIGH (cont'd)

Ethnicity		Target Students	
% Black	6	7	125
% Spanish Surname	35	8	400
% Oriental	2	9	115
% American Indian	0		
% Other Non-White	-1		
% Other White	57		

Socio-economic description of the school community:

The school draws from a cross-section of the entire community from families on welfare through families that are wealthy and very wealthy.

Staffing over and above regular staff provided by the district:

One project director, one counselor, one nurse, one psychologist, one secretary, nine teachers and 14 aides who are funded by Title I and AB 938.

Other school or program features of interest:

The Demonstration Program in Reading has received national acclaim.

SUNNYVALE HIGH SCHOOL (9-12)
Duane & Britton
Sunnyvale, 94086

Fremont Union High School District
(76)

* Dr. Walter W. Hale, Principal, 408-735-6327

Categorical Aid Funds: Title I, $78,000; Title II, $2,000; VEA Title I, $20,280.

Ethnicity		Target Students	
% Black	2	9	104
% Spanish Surname	25	10	60
% Oriental	4	11	50
% American Indian	.4	12	30
% Other Non-White	1		
% Other White	63.6		

SUNNYVALE HIGH SCHOOL (cont'd)

Socio-economic description of the school community:

Sunnyvale is a suburban community with sec[illegible]al, military and defense occupations. One of four families are described as unemployed or under-employed.

Staffing over and above regular staff provided by the district:

The equivalent of four and one-half teaching positions are allocated. Sixteen college students are hired through San Jose State College.

Other school or program features of interest:

An Educational Placement Committee is functioning. An extensive number of community resources are utilized by parents and college aides. Graduate student field work, police cadets and community agencies are all involved in school projects. Umbrella coordination of special programs and community involvement is encouraged.

ELIOT ELEMENTARY (K-6)
490 E. 7th Street
Gilroy, 95020

Gilroy Unified
(77)

* Robert W. Medley, Principal, 408-842-5618

Categorical Aid Funds: Title I, $36,967; SB 90, $30,307; ECE, $28,470; Title VII, 62,750.

Ethnicity		Target Students	
% Black	.5	K	61
% Spanish Surname	79	1	32
% Oriental	.5	2	26
% American Indian	0	3	28
% Other Non-White	0	4	47
% Other White	20	5	45
		6	31

Socio-economic description of the school community:

This attendance area is comprised of the city's oldest residential area, industrial parks, low-cost housing and outlying farms. Socio-economic

ELIOT ELEMENTARY (cont'd)

levels vary from lower-middle to the lower-low subsistence level.

Staffing over and above regular staff provided by the district:

Two community liaison workers, instructional aides in every classroom, math resource teacher, assistant teachers in two specified federally-funded bilingual classes, a bilingual director on the site, reading and resource teachers.

Other school or program features of interest:

There is family grouping of cross-age units. Coffee-klatches are held on a regular basis for the purpose of parent-teacher conferencing and discussion of school concerns. A bilingual-bicultural program is established, high school and elementary school students work as tutors in kindergarten through third grade cross-age groups, total staff is involved in all forms of decision-making on the school level including expenditure of funds.

HERBERT HOOVER JUNIOR HIGH (7-8)
1450 Naglee Ave.
San Jose, 95126

San Jose Unified
(78)

* Ralph Pfaff, Principal, 408-287-1111

Categorical Aid Funds: SB 90, $12,148; Dist. Comp. Ed., $15,064; Demonstration Program, Project R-3, $183,708.

Ethnicity		Target Students	
% Black	.04	7	84
% Spanish Surname	42.77	8	265
% Oriental	1.78		
% American Indian	0		
% Other Non-White	54.06		
% Other White	.99		

Socio-economic description of the school community:

Forty-two percent of the students qualify for the free lunch program.

Staffing over and above regular staff provided by the district:

Six certificated and 14 classified.

Other school or program features of interest:

Parent and community involvement are at a high level. The Project R-3 Demonstration Program utilizes gaming and simulation.

JARVIS E. BISHOP ELEMENTARY (K-6)
450 N. Sunnyvale Ave.
Sunnyvale, 94086

Sunnyvale Elementary
(79)

* Dr. Robert P. Downey, Principal, 408-736-4585

Categorical Aid Funds: Miller-Unruh, $5,144.

Ethnicity	Target Students
% Black	1.5
% Spanish Surname	29.5
% Oriental	4
% American Indian	2
% Other Non-White	0
% Other White	63

Socio-economic description of the school community:

The community is described as a lower-middle income area.

Staffing over and above regular staff provided by the district:

Miller-Unruh reading specialist, learning disabilities group teacher, diagnostic center aide, reading materials system aide, language experience aide, and an instructional materials aide.

Other school or program features of interest:

Visitors may visit a diagnostic center, learning resource center, bilingual center, parent preschool program, interest center classroom programs and view the reading materials system.

SAN MIGUEL ELEMENTARY (K-6)
777 San Miguel Ave.
Sunnyvale, 94086

Sunnyvale Elementary
(80)

* Robert E. Majors, Principal, 408-739-9591

Categorical Aid Funds: Miller-Unruh, $4,000.

SAN MIGUEL ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	3.5	K	28
% Spanish Surname	21	1	28
% Oriental	5.5	2	13
% American Indian	.5	3	25
% Other Non-White	69.5		
% Other White	0		

Socio-economic description of the school community:

San Miguel is located in a transient community of multi-ethnic members who generally receive low incomes and live in a low socio-economic situation.

Staffing over and above regular staff provided by the district:

Miller-Unruh instruction.

Other school or program features of interest:

This school is assisted by high school tutoring,a parent volunteer program, cross-age tutoring, and a parent advisory committee. A gifted program, discovery workshop, and Project STOP would be other features worthy of a visitor's attention.

JEFFERSON ELEMENTARY (K-3)
317 North St.
Cloverdale, 95425

Cloverdale Unified
(81)

* Mario Michelon, Principal, 707-894-3307

Categorical Aid Funds: Title I, $25,354; SB 90, Ch. 6.10, $18,653; Miller-Unruh, $17,538; ECE, $19,571.

Ethnicity		Target Students	
% Black	0	K	25
% Spanish Surname	10	1	43
% Oriental	0	2	34
% American Indian	2	3	40
% Other Non-White	0		
% Other White	88		

JEFFERSON ELEMENTARY (cont'd)

Staffing over and above regular staff provided by the district:

Three specialist teachers, a vocal music teacher and part-time nurse and psychologist.

Other school or program features of interest:

Major strengths are listed as the cooperative climate and relaxed atmosphere of both children and adults, the commitment to continuous progress in education, accurate records of the diagnostic-prescriptive approach and a well-developed schoolwide perceptual-motor curriculum.

DON PEDRO ELEMENTARY (K-6)
2300 Don Pedro Road
Ceres, 95307

Ceres Unified
(82)

* Bill Green, Principal, 209-537-4751

Categorical Aid Funds: ECE, $17,050; SB-90, CH.6.10 $66,974; Title I, $13,111.

Ethnicity		Target Students	
% Black	0	K	79
% Spanish Surname	26	1	69
% Oriental	2	2	54
% American Indian	3	3	67
% Other Non-White	3	4	68
% Other White	66	5	70
		6	78

Socio-economic description of the school community:

Don Pedro is located in a low socio-economic area with high transiency in a rural setting.

Staffing over and above regular staff provided by the district:

One Miller-Unruh specialist, one math specialist, one ESL specialist, one part-time nurse, one counseling aide, one resource aide, one library aide, one community aide and nine classroom aides.

DON PEDRO ELEMENTARY (cont'd)

Other school or program features of interest:

A team teaching, nongraded, multi-aged concept is being used. There is also a career education project in the school using micro-societies and simulations and games.

WESTPORT ELEMENTARY (K-6)
5218 Carpenter Rd.
Modesto, 95351

Ceres Unified
(83)

* Robert Sauls, Principal, 209-537-4751, Ext. 333

Categorical Aid Funds: Miller-Unruh, $11,668; SB 90, Ch. 6.10, $20,158; ESEA, Title II, Phase I, $655; Title I, Part A, $56,666; Title I, Part C, $2,008; Miller-Unruh Aide, $615.

Ethnicity	
% Black	3
% Spanish Surname	26
% Oriental	1
% American Indian	0
% Other Non-White	0
% Other White	70

Target Students	
E D Y	Title I
K 0	42
1 0	30
2 18	28
3 16	25
4 12	37
5 27	10
6 34	0

Socio-economic description of the school community:

This school is situated in an agricultural area with all students being bused in from three different areas. One is the general farming area plus two highly transient concentrated areas which cause the mobility factor to be around 95 percent. In addition to the English speaking population, some Spanish and Portuguese students have ESL requirements. Several families have migrated recently from their native countries.

Staffing over and above regular staff provided by the district:

One Miller-Unruh specialist, two resource teachers, one Migrant Education aide, one Migrant Education community aide, two PEP aides and nine instructional aides.

WESTPORT ELEMENTARY (cont'd)

Other school or program features of interest:

The school emphasizes the concept of individualization of students' learning and uses the multi-aged structure in grades K-6, in learning centers in and out of the classroom. The Westport staff is committed to the language experience approach to instruction. The Resource Center is used by the staff to select varied multi-sensory materials for the individual needs of the students. The library is staffed by a professional librarian and paid aides and is an integral part of the language experience/individualized reading program. The Reading Center is also used to augment classroom instruction and is equipped to allow diagnostic/prescriptive methods with multi-model teaching techniques.

FRANKLIN ELEMENTARY (K-6)
120 S. Emerald
Modesto, 95351

Modesto Elementary District
(84)

* Robert R. Harwood, Principal, 209-523-1679

Categorical Aid Funds: Title I, $137,793; SB 90, Ch. 6.10, $10,000.

Ethnicity		Target Students	
% Black	23.7	K	44
% Spanish Surname	22.9	1	59
% Oriental	0	2	45
% American Indian	.05	3	52
% Other Non-White	0	4	66
% Other White	53.35	5	65
		6	52

Socio-economic description of the school community:

Students come from low and middle income families.

Staffing over and above regular staff provided by the district:

One math specialist, one reading specialist and 16 instructional aides.

JAMES MARSHALL ELEMENTARY (Pre-K-6)
515 Sutter Ave.
Modesto, 95351

Modesto City Schools
(85)

* Phil Line, Principal, 209-529-9754

Categorical Aid Funds: Title I, $130,112; SB 90, CH. 6.10, $12,000; Miller-Unruh, $17,568.

Ethnicity		Target Students	
% Black	5	Pre-K	62
% Spanish Surname	26	K	88
% Oriental	-1	1	72
% American Indian	-1	2	63
% Other Non-White	-1	3	49
% Other White	67	4	61
		5	65

Socio-economic description of the school community:

This is a low socio-economic area. Approximately 45 percent of the families receive AFDC funds.

Staffing over and above regular staff provided by the district:

A psychologist several days a week, a one and one-half day visit from a nurse, one reading resource teacher, one math resource teacher, two Miller-Unruh reading specialists, a community aide, a social worker a half-day a week, an ESL teacher one day a week, a full-time ESL aide and 13 instructional aides.

Other school or program features of interest:

Aside from viewing the primary and upper grades, the CDA math, contract math, and the Fountain Valley Support System would be of interest to visitors.

TUOLUMNE ELEMENTARY (Pre-K-6)
707 Herndon Road
Modesto, 95351

Modesto City Schools
(86)

* Cameron M. McCune, Principal, 209-523-6216

Categorical Aid Funds: Miller-Unruh, $10,000; SB 90, Ch. 6.10, $89,870; Title I, $20,912.

TUOLUMNE ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	0	K	45
% Spanish Surname	39	1	57
% Oriental	0	2	52
% American Indian	0	3	38
% Other Non-White	2	4	57
% Other White	59	5	54
		6	36

Socio-economic description of the school community:

Approximately 31 percent of the families receive AFDC funds and live in a low socio-economic situation.

Staffing over and above regular staff provided by the district:

Reading and math resource teacher, community resource teacher, a Miller-Unruh teacher, 22 aides and a half-day a week visit from a nurse.

Other school or program features of interest:

Classes are structured into a continuous progress math program for grades 1 through 6, a SARI reading system, grades 1-6, individualized spelling, grades 3-6 and elective programs are offered to grades 4-6.

PARK AVENUE ELEMENTARY (K-6)
100 Morton St.
Yuba City, 95991

Yuba City Unified
(87)

* James M. Ulrey, Principal, 916-673-7368

Categorical Aid Funds: ECE, $37,400; Title I, $93,497.

Ethnicity		Target Students	
% Black	1	K	46
% Spanish Surname	23	1	43
% Oriental	1	2	38
% American Indian	0	3	36
% Other Non-White	1	4	40
% Other White	74	5	46
		6	36

PARK AVENUE ELEMENTARY (cont'd)

Socio-economic description of the school community:

Park Avenue School draws mainly from an economically deprived section of Yuba City which includes the Richland Housing Center. The school also serves a sizeable middle income area and a small high income area. The majority of students reside in single family dwellings with the exception of approximately 75 students who live in apartments in the public assistance housing.

Staffing over and above regular staff provided by the district:

One ECE Reading Language Arts development teacher funded by Title I, one ECE social studies and one roving ECE teacher, funded by the Mini Corp. Intern Teacher Program, plus a part-time parent involvement teacher (non-instructional) funded by Title I.

Other school or program features of interest:

The unique facilities which permit open space areas of teaching and innovative grouping of students are of special interest. Four subject areas have been designated with a lead teacher to coordinate the curriculum assisted by roving teachers.

The teaching day is scheduled into 80-minute time periods for reading/language arts and math/science subjects and 40-minute blocks for health/PE and social studies subjects. A variety of materials including many manipulative items are available for teachers. Other curriculum features include the Distar Reading Program as well as basal reading instruction, the Alameda program for motor perceptual development used in the PE classes, the Piramid program which forms a foundation for reading and math curriculum. Parents and other volunteers participate in the classrooms providing more individual attention to students.

SONORA UNION HIGH (9-12)
430 N. Washington
Sonora, 95370

Sonora Union High School
(88)

* Richard C. Traynham, Principal, 209-532-5511

Categorical Aid Funds: Title I, $13,843; VEA, $13,799; ESEA, Title II, $1,258.

SONORA UNION HIGH (cont'd)

Ethnicity		Target Students	
% Black	.31	9	21
% Spanish Surname	2.81	10	13
% Oriental	.31	11	5
% American Indian	.31		
% Other Non-White	0		
% Other White	94		

Socio-economic description of the school community:

The school population is described as follows: 6 percent minority students, 58 percent who come from families living in poverty, approximately 5½ percent receive AFDC funds and pupil mobility is about 55 percent.

Staffing over and above regular staff provided by the district:

None over and above regular staff.

Other school or program features of interest:

The reading department structure and lab would be of special interest to visitors. The facilities include classrooms and study or tutoring rooms equipped with special windows and intercom systems allowing students and teachers to be seen and heard without being disturbed. Small group classes (8 or less) and the use of instructional aides permit individual instructional help and counseling for students.

CEDAR LANE ELEMENTARY (K-5)
841 Cedar Lane
Marysville, 95901

Marysville Unified
(89)

* Robert Johnson, Principal, 916-743-4616

Categorical Aid Funds: Title I, $62,033; Miller-Unruh, $31,572; AB 2284, $24,500.

CEDAR ELEMENTARY (cont'd)

Ethnicity		Target Students	
% Black	1	K	52
% Spanish Surname	22	1	54
% Oriental	1	2	49
% American Indian	0	3	52
% Other Non-White	0	4	51
% Other White	0	5	54

Socio-economic description of the school community:

Student population is termed 65-70 percent mobile, 55-60 percent second/absent set of parents, 20 percent migrant-bilingual. Most of this area contains low rental housing.

Staffing over and above regular staff provided by the district:

Part-time staffing in speech and developmental testing, three Miller-Unruh teachers, and categorical aid has provided two 6-hour and four 3-hour aides.

Other school or program features of interest:

Recently, seven student teachers have been assigned to the school. Miller-Unruh reading, migrant and bilingual coordination and many multi-cultural efforts are included in the curriculum.

SECTION IV
OTHER LISTS OF PROGRAMS WORTH KNOWING ABOUT

Because schools with compensatory education activities are concerned with the whole range of educational concerns, there are included here other lists of schools and special projects which are worth knowing about and even visiting. Various program units within the State Department of Education have suggested them.

ESEA Title III Projects
Funded for 1973-74

Title III Projects Previously
Disseminated

TITLE III, ESEA

INCENTIVE GRANT PROJECTS SELECTED FOR 1973-74

MULTI-AGE GROUPING IN EARLY CHILDHOOD EDUCATION
Dr. Kenneth Hensell, Project Director (Phone: (714) 287-1421)
San Diego Unified School District
Target Population: Four years of age, kindergarten, grades one through three.

Pre-kindergarten through grade 3 children are grouped in twenty-seven classrooms situated in sixteen public schools and one private school in such a way as to provide three year age levels in each class. The program stresses individualization of instruction, cross-age teaching, peer tutoring, and the use of paraprofessionals and parents in the teaching/learning act to achieve objectives of: (1) significantly greater achievement in mathematics and reading, social growth, attitudes toward school, and positive self-image, (2) greater individualization of instruction. The inclusion of four year olds in the regular school program extends the concept of early childhood education to include pre-school children as well as primary grade pupils.

In 1972-73, 86% of the four year olds showed measured readiness for reading and mathematics instruction. Five year old pupils in project groups exceeded control groups by four months in reading and mathematics at the .01 level of significance; six year old pupils exceeded the control group by four months in reading and nine months in mathematics at the .01 level of significance and seven year old pupils exceeded control groups by one month in reading (no significance) and eight months in mathematics at the .005 level of significance. Eight year old pupils, who were in the project for only one year, did not exceed the control group; more than one year in the project is required to show academic growth.

All project classes scored higher than control groups on post tests in positive attitude toward school and social growth.

Project teachers scored significantly higher (.01 level) and showed greater growth than control teachers in the degree to which they individualized instruction.

SYSTEMATIC APPROACH TO READING IMPROVEMENT (SARI)
Mrs. Muriel Church, Project Director (Phone: (916) 342-1838)
Durham Unified School District
Target Population: Kindergarten, grades one through eight

The project was to design, plan and implement a systematic approach to reading improvement (SARI) that would increase reading achievement for pupils from five elementary schools in grades K-8. The system provided for a series of alternative steps in the development of reading that were responsive to individual pupil needs; a practical system of functional learning paths was developed and implemented.

In May 1973, 74% of all project classes in the five schools were above the grade equivalent mark for that grade; the students grew 33% over a three year period in median equivalency (total reading score).

The project has produced positive changes in teacher attitudes, teaching styles, use of materials and teaching techniques; improved communication led to increased articulation.
Microfiche ascession numbers: ID 003 520, ID 003 521

HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM
Mr. Steve Eimers, Project Director (Phone: (714) 842-6651)
Fountain Valley School District
Target Population: Kindergarten, grade one through eight

Pupils were provided individually prescribed programs in reading and mathematics. Daily assessment by a teacher in the resource center is provided.

Seventy-seven educable mentally retarded and educationally handicapped students in two elementary schools were returned to the regular classroom during 1971-72. Academic growth was equal to that of regular students; target population students doubled their anticipated rate of achievement in reading and mathematics as compared to previous years.

As a result of 1972-73 Incentive Grant activities, the project components are being adopted in all of the district's 17 elementary schools (100% district adoption); the project was field tested in two elementary schools and it has been expanded to 15 additional schools last year. The program has been expanded to include several kinds of handicapped students. Forty-six schools in eleven school districts are known to be adopting/adapting the project components.

Microfiche ascession numbers: ID 004 042 (2), ID 003 505 (2)

DEVELOPING READING COMPREHENSION THROUGH THE SOCIAL SCIENCES
Mrs. Betty DeGering, Project Director (Phone: (916) 865-4085)
Orland Joint Union Elementary School District
Target Population: Grades four through eight.

The project was designed to increase the reading comprehension of pupils who were reading one-half year or more below grade level. To help the under-achiever "over the hurdle of hard words," special cassette tapes were prepared for each lesson in the state adopted social science texts from grades four through eight. Descriptive music to introduce lessons and colorful commentaries to amplify the text were provided by professionally-trained voices from Chico State University speech/drama department. At school or at home, students listened to the tapes as they read the text.

Over a three-year period, fourth grade target students demonstrated a mean growth of 1.27 in reading comprehension; non-target students grew 1.03.

Fifth grade under-achievers showed a mean growth of 1.00 over a two-year period; non-target students grew .82.

The field test for sixth, seventh, and eighth grade students was not conclusive.

Because of the tapes, target students became involved and active in class discussions; previously, they were reticent.

INFANT DEVELOPMENT THROUGH ENRICHING ACTIVITIES
Dr. Charles Nagel, Project Director (Phone: (805) 967-6913)
Santa Barbara County Superintendent of Schools
Target Population: One to five years of age

The project was to increase the potential for academic success of children, who might be expected to qualify as low performers at the age of eight, by providing early language development through an intellectually stimulating program. Ninety percent of these children, whose scores would ordinarily be expected to drop, would develop a predicted vocabulary of English words and would maintain I.Q. or developmental quotient within five points, as measured annually by standardized tests for the three years of the project.

The project developed three models: home demonstration, student aides and mothers' groups. These were used as vehicles to provide early language development for children. These models were used with children from 100

families to prevent the intelligence/development quotient from dropping the seventeen points expected for the average four year old child from a low-income family, and reduce the number of Spanish-surnamed children assigned to special programs.

The average gain in vocabulary for all IDEA children, including Spanish-American, was 1.1 months for each month in the program.

During the first two years of the project, 81 percent of the children successfully maintained their developmental quotient within five points and that as a group, the experimental group accomplished nearly 93 percent more items than the comparison group. Children grew over what was normally expected in pre-reading skills: social, language, fine motor and gross motor.

Microfiche accession numbers: ID 003 255, ID 003 504, ID 003 517, ID 003 518.

PAR (PSYCHOLINGUISTIC APPROACH TO READING)
Mr. Larry Annicchiarico, Project Director (Phone: (714) 444-9473)
Cajon Valley Union Elementary School District
Target Population: Grades one through six (possible Early Childhood)

The objective of the project was for pupils in grades four through six to gain one or more years in reading achievement for each year in the program. Selection of student participants was based on the following criteria: (1) their intelligence scores were in the average or above range, and (2) their reading comprehension scores were in the bottom quartile of the most recent district administered test.

The strategy used was to train teachers in the most current research in the area of psycholinguistic approach to reading.

Students in the program for three years had a mean growth of 3 1/4 years. Prior to entry in the program, their mean growth for three years was 1.41 years in grades one through three. The mean growth for all children during the first year of the program was one or more years; they more than doubled their prior growth.

S.T.A.R. (SURVEYING, TESTING, ANALYZING, RECORDING)
Mrs. Dorothy J. Gaither, Project Director (Phone: (213) 687-4448)
Los Angeles City Unified School District
Target Population: Grades one through six

The project was to raise the reading achievement of 80% of pupils who were performing at or below the third stanine level in grades 1 through 6 over a three year period. Target students in twenty-six elementary schools and one parochial school were involved; approximately one-third of the students were in the upper economic level, one-third in the middle economic level, and one-third in the lower economic level.

Activities included developing four levels of diagnostic assessment in decoding skills, developing supportive prescriptive instructional materials in decoding skills, training of personnel for the implementation of the program, and instructing pupils. The teachers maintained individual student profiles and carefully monitored student progress through prescriptive learning packages.

In grade equivalents pre- and post-test evaluation showed a gain of 2.4 years growth in reading achievement for the experimental group as compared to 1.6 years for the control group over a two year period.

PROLEXIA (A Personalized Early Childhood Program Using Learning Centers)
Mrs. Eleanor Dunn, Project Director (Phone: (714) 787-2585)
Riverside County Superintendent of Schools
Target Population: Kindergarten, grades one through three

Over a three-year period, the project was to demonstrate that children's responses in various disciplines (music, mathematics, and natural languages) would be more varied, flexible, abundant and precise. Children were involved in firsthand experiences and encounters with a variety of materials which developed positive self-concepts and specific academic skills.

Two books, LEXILOGS and LEXIKITS, were produced to facilitate the "open classroom" instructional program that was built upon the learning theories of Piaget and the philosophies and teaching methods of Hilda Taba, Maria Hughes, and Carl Orff.

Toward the achievement of 75% mastery on a hierarchy of basic skills, 65% of the PROLEXIA students were successful as compared to 52% of the control group. Over a seven-month period, standardized tests show PROLEXIA students ahead of control groups 5% in reading and 4% in mathematics. Fifty-seven percent of PROLEXIA students achieved a 15% gain in positive attitudes toward learning whereas only 20% of the control group achieved the 15% gain.

Microfiche accession numbers: ID 003 508, ID 003 509, ID 003 510, ID 003 511, ID 003 512, ID 003 513, ID 003 514, ID 003 515.

ESEA, TITLE III

ALTERNATIVE SOLUTIONS TO EDUCATIONAL NEEDS AND PROBLEMS

The following practices were field tested in California schools for three years under provisions of ESEA, Title III. These practices have been validated and disseminated for adoption throughout the state; the years of dissemination activities funded by special Incentive Grants are indicated.

The practices listed below are not presently funded for dissemination activities, however, they may be visited on an "appointment" basis. Materials produced by the project are available from the project, a college or university, or in microfiche form from the San Mateo County Education Resources Center; accession numbers are indicated at the end of each description, if materials are available on microfiche*. Pre-service and inservice training are available on a consultant contract basis.

*San Mateo County Education Resources Center
333 Main Street
Redwood City, California 94063

CROSS-AGE TEACHING (Ontario-Montclair Elementary School District)
Mr. David Sherertz, Field Studies Office, Field Studies Division/Inservice, La Verne College, 1950 Third St., La Verne, Ca 91750 (Phone: (714) 593-3511)

The Ontario-Montclair Elementary School District has successfully field tested a cross-age teaching program in which students in grades four, five, and six, called "youngers" are tutored in reading and mathematics by eighth grade students, called "olders."

After a three-week training course, the "olders" are transported three times a week to elementary schools where they tutor the "youngers" for 40 minutes. The "olders" attend content training sessions each Monday and feedback sessions each Friday in special cross-age teaching classes.

RESULTS: After seven months in the program, "youngers," who had been averaging six months' growth in reading in a year's time, advanced an average of one year and one month; tney grew eight months in mathematics, whereas they had previously grown six months in a year. Their gains in reading and mathematics were statistically significant.

The "olders" exceeded the average growth of their peers by three months in reading and mathematics during the same seven-month period. Their gains exceeded those of the control groups in self-concept, social acceptability, and discipline.

ADAPTABILITY: The program can be adapted to any size and type of district. The cost will vary in relation to the number of students involved and the extent of transportation required. The program may be self-contained in one school where sixth grade "olders" tutor second or third grade "youngers."

Microfiche ascension numbers: ID 002 570 (3)

CALIFORNIA TEACHER DEVELOPMENT IN SYSTEMS OF INDIVIDUALIZED INSTRUCTION
Fremont Unified School District
Information is available about inservice training sessions for teachers from these sources:
Dr. Norma Wilbur, Consultant in Math and Science, Los Angeles County Superintendent of Schools Office, 9300 E. Imperial Highway, Downey, CA 90242 (Phone: (213) 922-6111)
Dr. Warren Kallenbach, Professor of Education, California State University at San Jose, 125 S. Seventh St., San Jose, CA 95192
Mrs. Barbara Ward, George Mayne Elementary School, Santa Clara Unified School District, Taylor and School Sts., P.O. Box 187, Alviso, CA 95002.

Review of an effective four-day workshop to train teachers and administrators

in several systems of individualized instruction. Twelve components are utilized to provide a "hands on" learning experience for participants. Seventy-five educators may be trained at one workshop.

Forty-seven workshops that trained 3,500 educators from 300 school districts were conducted throughout the state during the 1971-73 years.

Microfiche ascension numbers: ID 004 035, ID 002 586 (3)

DISSEMINATED 1971-1972

VIEW
Dr. Edwin A. Whitfield, Guidance Coordinator and Project Director, Career Information Center (Phone: (714) 278-6400)
San Diego County Superintendent of Schools
6401 Linda Vista Road, San Diego, CA 92111

A Regional Career Information Center called VIEW (Vital Information for Education and Work) was developed by the Office of the San Diego County Superintendent of Schools to assist secondary students in vocational and educational career planning. Four decks of microfilm aperture cards have been developed.

One deck of 500 aperture cards provides career information about local public school training programs and sources of additional information and a self-evaluation form. A second deck of 500 aperture cards provides information on a statewide basis about occupational requirements and training, job opportunities and sources of additional information. A third deck, prepared in the Spanish language, consists of 200 cards selected from decks one and two. The fourth deck provides admission information about 39 California colleges and universities.

Students may select an aperture card, read it on a microfilm viewer, and make printout copies for discussion with parents and school counselors.

RESULTS: VIEW materials were rated by students as significantly better than others in usefulness, interest, realism, and timeliness. In California eight additional centers have been established to serve over one million students in more than 500 schools. Many states are adapting the VIEW concept.

ADOPTION: Aperture cards are available in the nine Regional Career Information Centers. Initial costs range up to $500 per school.

Visitation on "appointment only" basis.

AN ENVIRONMENTAL APPROACH TO INVESTIGATION AND INQUIRY IN SCIENCE
Leon Hunter, Project Director (Phone: (714) 256-0611)
Barstow Unified School District
551 South H St., Barstow, CA 92311

Barstow Unified School District's environmental research station was established to field test "An Environmental Approach to Investigations and Inquiry in Science." The major objective of the project is to motivate the student to use scientific research approaches through the selection of environmental problems and the formulation of an experimental design that will produce data which can be analyzed to support or reject a hypothesis. Each student selects a problem, develops a hypothesis, researches the problem at school, and travels to the station to conduct his experiment.

Over 6,800 students in grades five through twelve study environmental problems each year on a 120-acre desert site, which features a well-equipped laboratory and a nature trail. The contrasting environments of the pond area, the hillside region, and the flatlands provide varied opportunities for investigation and inquiry.

RESULTS: Many students continue their research beyond the time provided by the regular program. Many work voluntarily during nonschool time on long-term research problems. Entries in regional science fairs have increased appreciably with numerous top awards resulting. Students who used the research station gained 25 percent over other students in the use and interpretation of data.

ADAPTABILITY: The instructional program can be adapted to mountain - seashore regions or to urban areas using school grounds and city parks. A significant application to problems of pollution control can be made. The cost averaged $7 per pupil per year over a two-year period.

Visitation on "appointment only" basis. Materials available to visitors only.

Microfiche ascension numbers: ID 002 614, ID 002 615, ID 002 616 (2), ID 002 617 (2), ID 002, 618, ID 002 619, ID 002 620, ID 002 621, ID 002 622, ID 002 623.

ENVIRONMENT TO ENCOURAGE CREATIVITY IN LEARNING
George Wildberger, Principal (Phone: (714) 444-6121)
Cajon Valley Union School District
Cuyamaca Elementary School, 851 S. Johnson Ave., El Cajon, CA 92020

For years educators have asked, "How can creativity be developed among students?" Results of a field test show that creativity can be increased by setting a psychologically safe classroom environment and consciously

teaching productive divergent/convergent thinking processes.

Conditions which set the classroom environment for creative learning are the physical arrangements, intellectual processes, socio-emotional needs, and educational techniques.

Across all areas of the curriculum, teachers utilized specific educational techniques to stimulate the students' intellectual processes: fluency, flexibility, originality, and elaborative thinking (cognitive); and curiosity, risk taking, imagination, and preference for complexity (affective).

Teacher inservice training centered on the meaning of creativity, how to recognize creative traits in students, and how to stimulate creative thinking.

RESULTS: In the cognitive domain fifth grade students involved in the project for three years showed word meaning scores three times higher than those achieved by the control group; paragraph meaning scores doubled. In the affective domain children became more spontaneous and self-directed toward all types of problems encountered.

ADAPTABILITY: For an elementary school of 500 students, the initial cost of the inservice program should not exceed $500; inservice training will be a continuing cost of the program. Few new materials are needed. A commitment by the staff to develop a creative environment is essential.

Visitation on "appointment only" basis.

Microfiche ascension numbers: ID 002 677 (5)

PROJECT BREAKTHROUGH
Lanny Bery, Project Director (Phone: (415) 924-1800)
Tamalpais Union High School District, Larkspur, CA 94939

Many of the problems faced by black and other minority students can be reduced or alleviated: lower academic achievement; apathy towards school; lack of confidence to succeed in school; high dropout and absentee rate; student-teacher encounters; and racial tension.

In Project Breakthrough a three-pronged thrust was focused upon school, field, and community activities. At school the humanization of education was improved through group counseling, student-teacher conferences, parental involvement, black studies courses, and a class work-assistance program. Field activities for the purpose of broadening educational experiences were conducted; study trips to colleges, universities, and industrial complexes, cultural trips; and student-staff retreat seminars on current educational trends, meetings with parents, and production of publications.

RESULTS: Enrollment in academic courses increased; the dropout rate was reduced by 80 percent; interracial involvement between students grew; teacher-student relationships improved constructively; racial dissension decreased; and the school and black community relationship was strengthened.

Visitation on "appointment only" basis.

Microfiche ascension numbers: ID 004 034 (3)

STRIVE (Student Training Related to Industry and Vocational Education)
Mr. Anthony Lanfri, Director (Phone: (408) 246-2100)
Santa Clara Unified School District, P.O. Box 397, Santa Clara, CA 95052

A practical program for career training of vocationally oriented students in grades seven through twelve has been developed in cooperation with industry through a highly successful project. One thousand students in four high schools participated in Project STRIVE (Student Training Related to Industry and Vocational Education).

Six vocational education courses were developed: Telephone Operators Training Program, Electronics Assembly, Introduction to Careers in Cosmetology, Visual Communications, Technical Math, and Independent Study. A career guidance program was conducted in each high school. Many students received work experience in the community and were placed in jobs upon completion of their courses of study.

The STRIVE program is relevant to the labor market, comprehensive enough to meet the needs of the total school population, and integrated into the total school program and facilities.

RESULTS: Of the students who completed the telephone training program, 95 percent were employed by the telephone company. Impressed with the program, the telephone company assisted in instituting the program in Hayward, Fremont, Mountain View, San Jose, and Anaheim.

All graduates of the electronics program who desired full-time employment were placed in jobs, and excellent evaluations were received from employers.

ADAPTABILITY: Most of the STRIVE courses can be conducted at a per-pupil cost that is less than or equal to other traditional training programs.

Visitation on "appointment only" basis. Limited materials available.

Microfiche ascension numbers: ID 003 516 (2), ID 004 058

SUPPLEMENTARY EDUCATION FOR INDIANS IN RURAL AND RESERVATION AREAS (Inyo Co. Supt.
Mr. Joseph Saulque, Director
Indian Education Center, P.O. Box 1648, Bishop, CA 93514 (Phone: (714) 873-5740)

An Indian education center, established in the Owens Valley, assists students in fulfilling needs in scholastic achievement, preparation for college and occupations, self-concept improvement, and career guidance. At the heart of the center's activities is a tutorial program involving high school and college students, parents, and teachers. A wide variety of educational materials is provided by the center, where students receive individualized instruction.

RESULTS: In 30 months, the dropout rate decreased from 40 percent to 10 percent. Student achievement increased; in 1971 the average Indian student at the elementary level was one full year ahead of the performance of Indian students in the same grade three years ago; high school students gained one-half year. In 1968 only one Indian in Bishop enrolled in college; 60 are expected to enroll in 1971-72. In 1968 only one Indian in Bishop graduated from high school; nine graduated in 1969; 24 in 1970; and 23 in 1971. Graduates include those who obtained high school equivalency certificates.

The center assisted in the placement of Indians in 52 permanent and 126 temporary jobs in the community and 61 jobs at the center.

ADAPTABILITY: A complete program could cost from $20,000 to $30,000; some program components are adaptable at no cost. A building in the community, but not on school grounds, is desirable. Five Indian groups throughout California are adapting program components.

Visitors welcome at Bishop Education Center and two new centers in Big Pine and Lone Pine.

DISSEMINATED 1972-1973

THERAPEUTIC EDUCATION CENTER
Miss Jane Criner, Director (Phone: (415) 863-4680)
San Francisco Unified School District
135 Van Ness Ave., San Francisco, CA 94102

An instructional program that increases academic achievement in reading, spelling and arithmetic, and decreases unacceptable pupil behaviors, has been developed for pupils previously excluded from regular educational programs.

Over a two-year period, 10 of 34 students at the center have been returned to regular classroom instructional programs. The attention span of pupils was markedly improved; inappropriate classroom behavior decreased by 75%. The median rate of gain in reading for students in their 2nd year of the program was 1.3 months each month.

Visitors welcome.

PRE-VOCATIONAL/OCCUPATION EDUCATION CENTER
Mrs. Dorothy Smith, Supt. of Special Education, Modesto City Schools
426 Locust St., Modesto, CA 95351 (Phone: (209) 523-1851)

A program of pre-vocational task-oriented activities has been developed in the following areas: home care, food service, light industry, office and clerical, agriculture and auto maintenance. Performance objectives are established for each of the six programs in the cognitive, affective, and psychomotor domains.

While the project was field tested by 108 educable mentally retarded pupils with most objectives being achieved or exceeded by the majority of students, the instructional program is highly adaptable to any regular intermediate school curriculum.

Visits by "appointment only."

Microfiche ascension numbers: ID 002 599 (5)

SERVICE CENTER FOR HANDICAPPED CHILDREN
Dale Thorsted, Former Director, Shasta County Superintendent of Schools Office
2460 Hospital Lane, Redding, CA 96001 (Phone: (916) 246-5120)

One in ten children will suffer some type of handicap. In rural areas particularly, children with handicaps are sometimes not identified. The service center: identifies through clinical screening procedures students with handicaps, diagnoses learning problems, prescribes treatment that fully utilizes those resources available in the area, and provides training for teachers. One hundred sixty teachers were trained and 3,200 students were served.

Visits on an "appointment only" basis.

Microfiche ascension number: ID 004 043 (2)

Demonstration Programs in Reading and Mathematics

Because schools with compensatory education activities are concerned with the whole range of educational concerns, there are included here other lists of schools and special projects which are worth knowing about and even visiting. Various program units within the State Department of Education have suggested them.

ESEA Title II Phase 2 Library - Media Projects Projects Funded in 1972-73

Environmental Education Projects

Career Education Projects

DEMONSTRATION PROGRAMS IN READING AND MATHEMATICS
1973-74

District	*	School	Address	Project Director	Telephone (Proj. Dir.)
			"Original Projects", 8th Grade		
Colton	R/M	Terrace Hills JHS	22579 DeBerry St., Colton 92324	Nancy Norton	(714) 783-0751
Fresno	R	Irwin JHS	2340 So. Fairview Ave., Fresno 93706	Be[illegible]rnett	(209) 233-0154
Long Beach	M	Franklin JHS	540 Cerritos Ave., Long Beach 90812	Lewis Prilliman	(213) 437-8212
Los Angeles	R/M	Edison JHS	6500 Hooper Ave., Los Angeles 90001	John Felder	(213) 588-6795
Los Angeles	M	Pacoima JHS	9919 Laurel Canyon Blvd., Pacoima 91331	Elaine Lindsay	(213) 896-5816
Oakland	R/M	Woodrow Wilson JHS	451 - 48th Street, Oakland 94609	J. Barbara Smith	(415) 654-8924
Riverside	R/M	Sierra JHS	4950 Central Ave., Riverside 92504	Phyllis Alred	(714) 781-2501
San Francisco	R	Benjamin Franklin JHS	1430 Scott St., San Francisco 94115	Dianne Meltesen	(415) 567-0855
San Jose	R/M	Hoover JHS	1450 Naglee Ave., San Jose 94126	Pauline Perazzo	(408) 287-1111
Santa Barbara	R	Santa Barbara JHS	721 E. Cota St., Santa Barbara 93103	Dorothy Ross	(805) 963-3084
			"Replication" Projects, 9th Grade (In Same Districts as Original)		
Long Beach	M	Lindbergh JHS	1022 E. Market St., Long Beach 90805	Lewis Prilliman	(213) 422-2845
Oakland	R/M	Woodrow Wilson JHS	451 - 48th St., Oakland 94609	J. Barbara Smith	(415) 654-8924
San Francisco	R	Pelton JHS	45 Conkling St., San Francisco 94124	Donald Gordon	(415) 648-2709
San Diego	R	Gompers JHS	1005 - 47th St., San Diego 92102	Wendell McFadden	(714) 264-0121
Santa Barbara	R	La Cumbre JHS	2255 Modoc Rd., Santa Barbara 93101	Nancy Lorden	(805) 687-0733
			"Replication Projects", 8th Grade		
Bakersfield	R	Lincoln JHS	815 Eureka St., Bakersfield 93305	Al Caetano	(805) 325-3141
Compton	R	Ralph Bunche JHS	12338 Mona Blvd., Compton 90222	Barbara Robinson	(213) 631-2400
Garvey	R	Fern Elementary	8470 E. Fern Ave., Rosemead 91770	Maureen Bateman	(213) 573-5820
Greenfield	R	Greenfield Jr. High	1109 Pacheco Rd., Bakersfield 93307	Dick Smith	(805) 834-0109
Jurupa	M	Mission JHS	5961 Oso Lane, Riverside 92509	John Wheeler	(714) 781-1811
Monrovia	R	Santa Fe Middle Sch.	148 W. Duarte Rd., Monrovia 91016	Frances MacWhirter	(213) 359-5301
Ontario-Montcl.	R	De Anza JHS	1450 So. Sultana St., Ontario 91764	Ann Glaser	(714) 983-2118
Pittsburg	R	Central JHS	1201 Stoneman Ave., Pittsburg 94565	Julia Lally	(415) 439-9195
Pomona	R	Fremont JHS	725 W. Franklin St., Pomona 91766	Cheryl Givens	(714) 623-5251

* R - Reading
M - Mathematics

Revised 4/74

DISSEMINATED 1971-1973

INNOVATIVE SOLUTION TO DRUG MISUSE
Dr. Marvin Bensley, Project Director (Phone: (714) 435-4182)
Coronado Unified School District
Glorietta Elementary School, 235 Prospect Place, Coronado, CA 92118

A preventive drug education project was funded to field test this hypothesis: When a student has a high self-concept, respects others, and makes decisions yielding the most positive gains or rewards possible, he is able to relate to peers in a variety of social situations and maintain his personal feelings of identity and his commitment to his system of values.

The Instructional Program

The instructional program which uses a value-oriented approach for students in kindergarten through grade twelve (1) develops positive self-concepts; (2) teaches factual information about drugs; (3) teaches the effects of advertising on student behavior; (4) teaches decision-making and problem-solving skills; and (5) investigates risk taking for high or low gain or reward. For each of the five parts of the program, areas of individual value deprivation are identified, and the individual's values are enhanced through the program.

Positive self-concepts are developed through a new instructional approach known as value education.

- Eight areas of human values and needs have been identified by Harold Lasswell and adapted to education by W. Ray Rucker: affection, respect, skill, enlightenment, power, wealth, well-being, and rectitude.
- Value education is the process of identifying value deprivation in individual students and enhancing or fulfilling those deprivations through an instructional program which incorporates the eight areas of human values and needs in subjects normally taught in school: reading, literature, social science, science, health education, art, music, and physical education. Thus, the value-oriented preventive drug education program is not considered a specific class offered at a specific time during the day, or is it considered a semester class.
- Value deprivation refers to areas in which the students feel deprived of human values and need fulfillment essential to all humans.
- Value enhancement is the process of providing opportunities and activities aimed at overcoming the feelings of deprivation. The opportunities for fulfillment are provided through a specially designed instructional program.

Factual information about drugs, their abuse and misuse, is taught throughout most subject areas commonly taught in school. Many sources of information are available; however, experience has shown that materials should be carefully evaluated. The scare approach, for example, generally produces unsatisfactory results.

The effect of pharmaceutical advertising on youth is studied and discussed. The techniques used, media selected, and messages transmitted are investigated. It is through such experiences that students perceive the presence of forces which influence their decisions, both positively and negatively.

Decision-making skills are developed through problem solving situations in which emphasis is focused upon setting priorities and determining consequences of behavior. Feelings, beliefs, decisions, and consequences are examined in terms of the eight human values and needs which may be deprived or enhanced.

Risk taking is an important element in the value-oriented instructional approach. When a person is deprived in one or several value areas, he may engage in high risks for low gain or reward which may lead to drug abuse, stealing, fighting, and other antisocial behavior. This is called negative risk taking. The degree of change from negative to positive risk taking (high risk for low gain or reward to high risk for high gain or reward which is self-constructive or beneficial to society) is one indicator of the effect that value education has on student behavior.

Evaluation Results

- The amount of drug use and other high risk-low gain behavior was less for the experimental group than for the control group.
- A pattern of change occurred in the experimental group from a willingness to risk for low gain or reward to a tendency to risk only when the gain was of a higher and less likely to be harmful nature. That pattern of change was not evident in the control group.
- The clearest evidence of the preceding statements appeared for the youngest males, indicating a higher degree of success with younger students.
- An important implication of the results of the project is that the value-oriented program has not only reduced the students' values of and their frequency of drug use, but it has also increased the students' values of more "socially" acceptable coping behavior.
- A study of the effect of pharmaceutical advertising on youth showed that students in the fifth grade often believe most, if not all, of what they see on television. In addition, students in the fifth, seventh, and eleventh grades who were involved in the study reported that, in their opinions, the pharmaceutical advertising which appears on television could lead others (especially younger students) into misuse or abuse of the products advertised.
- Negative risk taking in the areas of drug misuse and abuse, fighting, stealing, and other antisocial behavior can be identified with a reasonably high degree of accuracy through the administration of the Carney Risk Taking Attitudinal Questionnaire.
- The Murphy Inventory of Values was administered to students in grades four, five, and six. The results revealed a significant positive change in each of the eight human value and need categories. The results of the Murphy Inventory of Values showed that attitudinal changes were greatest among students in the fourth grade.

- Value education enriches the instructional program and increases the relevancy of instruction to practical real-life circumstances.

Local Expansion and Statewide Dissemination

The Coronado Unified School Listrict developed and field tested the value-oriented, preventive drug misuse program. The program is being expanded within the district to other schools not included in the field test.

Visitation on an "appointment only" basis.

Microfiche ascension numbers: ID 004 036 (2), ID 002 567 (7), ID 003 507, ID 002 569 (5), ID 004 037, ID 004 038 (2) ID 004 039 (5), ID 002 566 (3), ID 002 564 (2), ID 002 565 (3), ID 004 040, ID 002 568.

ESEA TITLE II PHASE 2

LIBRARY-MEDIA PROJECTS
Funded in 1972-73

BRET HARTE UNION HIGH SCHOOL DISTRICT
Shirley Huckins, Librarian, Project Director
373 South Main St., (Phone (209) 736-2507
Angels Camp, 95222

DESCRIPTION -- Bret Harte High School is located near Angels Camp, a small Mother Lode community in the Sierra foothills, approximately fifty miles east of Stockton. The community is rural and largely non-professional, with most residents employed in agriculture, lumbering, the cement industry, county public services, and recreational services.

Before the grant was received, library services were severely limited by inadequate space, lack of materials and equipment, and insufficient personnel. As a result of the project and district commitment to the project, students and staff now enjoy a new 7200 square foot library learning center which is well-equipped, well-staffed, and houses a new wealth of learning and recreational materials.

ANTIOCH UNIFIED SCHOOL DISTRICT
Ralph L. McElroy, Principal; Mildred Rose, Librarian--Project Directors
510 G. St., (Phone (415) 757-7110)
Antioch, 94509

DESCRIPTION -- Antioch Unified School District, with an a.d.a. of 8,681, is located at the conflux of the San Joaquin and Sacramento rivers. Antioch increased its population 62 percent in the last census. Projected population by 1980 is 44,900. Park Junior High, built in 1960, is the older of the two junior highs in Antioch and has a 13 percent enrollment of Mexican-Americans and other ethnic groups in its student body of 982. Most of the parents are blue-collar workers in industries of the area.

Educational objectives of the school are to increase student achievement in reading and study skills and to improve students' attitudes toward school, allowing for their wide range of interests, abilities, and modalities of learning. More emphasis is being placed on individualized learning to help each student achieve his maximum potential.

Park Junior High's library is being changed from a traditional book library to a media learning center. As a result of the project the main library has been carpeted. A 13'x20' textbook room has been converted to a Conference-Reference room. The Parents' Club donated new tables and chairs; art students painted two large murals. The A-V room has been rearranged for more efficient storage, with two school clubs donating lumber to build new shelving. More cupboards and storage bins will be built. Two portable carrels have been installed in the main library, with plans for more as needed. Shelving has been

added in the Language Arts media center, part of the new $310,000 "open-space" wing. The original area of 1,600 sq. ft. can be enlarged to accommodate new A-V materials and equipment purchased as a result of the project.

ORLAND JOINT UNION DISTRICT
Margaret L. Kwate, Project Director
1320 6th Street (Phone (916) 865-4121)
Orland

DESCRIPTION-- The Orland Joint Union School District is a small district 1100 a.d.a. located in a rural community in the upper Sacramento Valley. The Mill Street School (463 a.d.a.) is moving into an individualized program to accommodate students with a wide range of learning abilities and a group of students from bi-lingual homes. Mill Street School has an Early Childhood Education program which is focusing on the individual needs of children, with emphasis on reading and mathematics.

The District Librarian visited Mill Street School one day a week and the non-media library program was staffed by a half-time clerk. Teachers scheduled their classes into the 10' by 30' library once a week.

As a result of the project, the multi-media library (2490 sq.ft.) located in the center of 15 classrooms serves individuals and small groups throughout the school day. Materials and equipment are checked out for use in the classroom and at home. Reading, library science, and safety are major components of the project.

PROGRAM -- The district is committed to the philosophy of individualized instruction and the school's curriculum is designed to meet the needs of bi-lingual children, the mentally gifted, the average student, and the educationally disadvantaged. The media center staff provides materials and activities for enrichment and remediation, meets with classes as needed, and guides individuals in selection and use of media. The media center is open at all times during the school day.

HERLONG ELEMENTARY SCHOOL DISTRICT
Vincent L. Devaney, Superintendent-Project Director
P. O. Box 35 (Phone (916) 827-2211)
Herlong

DESCRIPTION -- Herlong Elementary School, at the Sierra Army Depot, is a K-8 school located in an isolated desert area of Lassen County sixty miles from any population center. Approximately one fifth of the total depot population is military, with a personnel turnover every two years. There are 236 pupils served by 12 faculty members. The educational program is self-contained for grades K-4 and departmentalized for grades 5-8. The two units are located in separate buildings. Pupils attending the school come from homes ranging from poverty level to middle class, with many parents receiving state or county aid. The school has about 30% Negro and 5% Mexican-American students.

The present media center was established in 1971 under a full time credentialed teacher assisted by a part-time clerk. At that time the media center had approximately two volumes per student, falling short of the minimum standards of Phase I as prescribed by CASL/AVEAC. The media center is located in the 5-8 complex and is easily accessible by pupils from all grades.

As a result of the project, the needs of the pupils will be met by providing planned instructional, recreational and cultural activities. The media center will also meet the prescribed Phase I CASL/AVEAC standards.

Printed, nonprinted materials, and audio-visual equipment may be checked out by student for use in the classroom or at home.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Lorraine Crocker, Head Librarian - Project Director
450 No. Grand Ave., (Phone (213) 687-4301)
Los Angeles, 90012

DESCRIPTION -- Northridge Junior High School is one of 75 junior high schools in the Los Angeles Unified School District, and is located some 25 miles from the Civic Center in the San Fernando Valley. There are 1675 students presently enrolled from grades 7 to 9 with 52 classrooms, 71 certificated personnel, and 40 classified personnel. The school is a single-story plant residing on a 30 acre plot. The student body is an excellent cross-section of America, since it includes most ethnic groups and faiths. There has been a significant increase in the number of Black and Mexican-American students enrolled, and the overall transiency rate has risen to 47%. Since 1972 approximately 75 students has been bused to Northridge from the Inner City area daily.

Library service was provided in a very traditional manner prior to receiving the grant. A full-time librarian was in charge with 3 hours of clerical assistance daily from the textbook clerk. The media center at Northridge Junior High now, consists of the main library room, the converted textbook room and teachers' workrooms, and a three-room bungalow which was moved onto an area adjacent to the library. The entire complex covers 10,989 square feet.

The district has decentralized so all ordering and processing must be done independently. As part of the project a second full-time librarian and two clerks were added in September, and two education aides joined the staff in February. This augmented staff permits the center to offer more individualized service to the students.

NORWALK-LA MIRADA UNIFIED DISTRICT
David L. Walther, Principal - Project Director
12820 So. Pioneer Blvd., (Phone (213) 868-0431
Norwalk, 90650

DESCRIPTION -- Norwalk-La Mirada is a unified district of approximately 27,000 a.d.a., located in the southeast part of Los Angeles county. The project school, Centennial Intermediate, has 650 students, grades seven and eight. Approximately half of the students are from low socio-economic homes; the others from middle-income families. The area is racially mixed, with slightly more than 50 percent Mexican-American.

Centennial has been in the process of developing a Multi-Media Learning Center for several years. This project is a result of that effort. Despite budget cuts, the Centennial faculty has insisted upon having a full-time credentialed librarian and has made the Learning Center the hub of the curricular program.

In addition, augmenting the existing media collection with a wealth of books and nonprint instructional materials, the project has led to an increase in support personnel, both certificated and paraprofessional. The Learning Center has been remodeled and a variety of audio-visual equipment added.

PROGRAM -- We have been moving toward individualization of instruction. The Learning Center, consisting of a library and adjacent media room, is the heart of the school. In addition there are three satellites: a math lab, a language arts lab and a multimedia materials construction lab. All are open for the entire school day for use by students. There is emphasis on individual involvement in construction and use of multimedia materials.

SOUTH BAY UNION HIGH SCHOOL DISTRICT
Jack Monson, Project Director
200 Pier Ave., (Phone (213) 379-5421)
Hermosa Beach

DESCRIPTION -- Aviation High School is one of four high school in the South Bay Union High School District. It is a comprehensive high school with an enrollment of 2,057. The area served by the school covers approximately three and one-half square miles and includes portions of the cities of Redondo Beach and Manhattan Beach. These cities are coastal suburbs south of Los Angeles.

The population is primarily Caucasian of which about six percent are Mexican-American. The community anticipates little, if any, change either in population growth or ethnic composition.

The media center is designed to meet needs of a program based on individual use of multi-media. Since individual needs form the bases of the school program, multiple utilization of media becomes vital. The building contains areas for individual, class and group study, for audio-visual (including production) work, for reference, and for utilization of research techniques. The center is open from 7:30 a.m. to 4:00 p.m. daily and two evenings a week. Media Center usage has increased during the project so much that the second increment is being planned.

PROGRAM -- The curriculum is based on the development of skills on an individual basis. Time is reserved in every student's daily schedule for him to come to the media center to use the material resources and people resources at his disposal. The librarians act as catalysts between students and media.

NOVATO UNIFIED SCHOOL DISTRICT
Diane Cory, Librarian - Project Director
1015 7th St., (Phone (415) 897-4201)
Novato, 94947

DESCRIPTION -- The Novato Unified School District (a.d.a. 10,800) is one of two unified school districts in Marin County. Novato, a rural suburban community of some 30,000, is 30 miles from San Francisco. Hamilton Reserve Base

is also located in Novato, housing all branches of the military. Sinaloa Junior High School (a.d.a. 996) is the newest school in the district located in the fastest growing section of town. The primary educational objective is to help students become more efficient readers and to stimulate reading enjoyment.

The media center is 7504 square feet. Through the project, a traditional library (book oriented) and program have been converted into a multi-media center and a focal point for the rest of the school. In addition to a full-time librarian and library clerk, a second full-time library clerk was assigned to the school. All materials and equipment may be checked out by students for use in the classroom and at home.

PROGRAM -- The media center serves as an extension of the classroom; as many as 3 classes can use the center at one time as well as individual students and small groups. Independent study begins in the spring semester in conjunction with a teacher who spends an hour a day in the media center and the librarian. Media production by students is underway along with training in the selection and use of audio-visual equipment and materials. The media center is open to anyone, 8:30 a.m. - 4:00 p.m.

KING CITY JOINT UNION HIGH SCHOOL DISTRICT
Stephen Saporita, Vice Principal - Project Director
720 Broadway (Phone (408) 385-5461)
King City

DESCRIPTION -- King City High School is located on Highway 101, forty-five miles south of Salinas, and eighty miles north of San Luis Obispo, the nearest urban centers. It is a small joint union high school district of approximately 900 A.D.A., covering grades 9-12. The district covers a large geographic area and buses more than half the attending students. About 40 percent of the students are from low socio-economic families where English is not the dominant language.

The media center at King City High School is located in a new library building that is fully carpeted and has adequate space for convenient and comfortable use by individuals, as well as small and large groups. As a result of the project, the library now employs a full-time librarian, one half-time media specialist, and three full-time clerks.

Recognizing that language facility is the major drawback to student achievement, the District has designated this area as its primary educational goal.

PROGRAM -- One of the main goals of the program is to provide alternatives to the classroom. A wide variety of printed and audio-visual materials has been provided to enrich the student's school experiences. The center is open throughout the school day and two evenings per week and is available for individual, small group, or large group use. The librarian, media specialist, and aides are available for individual guidance in selection and use of media.

CALISTOGA JOINT UNIFIED DISTRICT
C. James Pence, Principal - Project Director
1327 Berry St. (Phone (707) 942-4703)
Calistoga

DESCRIPTION -- Calistoga Joint Unified School District is a small district located at the north end of the Napa Valley. It is historically a rural agricultural area. The district is comprised of one elementary school, K-6 with 285 students and one junior-senior high school with 270 students.

In the past the elementary school has been basically self-contained with an emphasis on traditionally oriented educational approach. In 1972, Calistoga Elementary School embarked on a program of change. An addition to the elementary school is presently nearing completion. The addition will provide four new open space classrooms (two connecting classrooms will be opened, also), a library-media center, an administrative unit and a multi-use cafeteria.

Before the project, Calistoga Elementary School did not have a library. Until April 1974, books will be distributed from the Napa County School Library 30 miles away. Media materials are currently available for classroom use. Upon completion of the project, the library will provide 30 books per student plus non-print media and equipment for check-out by students.

PROGRAM -- Calistoga's Library-Media Center is part of a controlled movement toward change. In a school moving toward an individualized instructional program, the focus of the media program is on facilitating and improving the learning process with emphasis on the learner, on ideas and concepts rather than isolated facts, on inquiry rather than rote memorization.

FOUNTAIN VALLEY SCHOOL DISTRICT
Shirley D. Woods, Project Director
#1 Lighthouse Lane, (Phone (714) 842-6651)
Fountain Valley

DESCRIPTION -- The Fountain Valley School District is an elementary school district of approximately 11,699 students located in Fountain Valley, an expanding bedroom community in Orange County. It's newest school, the Urban H. Plavan School, opened in September 1972 with 95 orthopedically handicapped and multi-handicapped students from Fountain Valley and five surrounding school districts (Ocean View, Huntington Beach City, Westminster, Newport-Mesa, Seal Beach) and 340 typical students from the local neighborhood.

One of the educational goals for the school is to demonstrate student success in the learning and using of reading skills, communication skills, and library skills through individualized instruction using a wide variety of materials, a differentiated staffing pattern, and sufficient space to implement the program.

PROGRAM -- The schools program is designed to meet the needs of exceptional students, including orthopedically handicapped, multiple handicapped, educationally handicapped, educationally mentally retarded, aphasic, and MGM.

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Hilda McCartney, District Librarian - Project Director
1601 Sixteenth St. (Phone (714) 645-0600)
Newport Beach, 92660

DESCRIPTION -- Everett A. Rea Middle School is located within the boundaries of the Newport-Mesa Unified School District, which has a student population of around 26,000, grades K through 12. The growth expectancy of the District is slightly downward in some areas, but minimum increases are noted in sections of new housing developments. Geographically, the District extends along the coast and bay area about 15 miles and inland 10 miles. The convergence of the San Diego Freeway, the Newport Freeway, and the Coast Highway make this locale a focal point of access for the greater Metropolitan areas. Everett A. Rea Middle School (grades 6,7, and 8), the school for this project, is five to seven minutes distance from the San Diego Freeway in Costa Mesa.

The socio-economic level of the school district is one of great diversity, ranging from wealthy neighborhoods to low socio-economic communities. Rea School is located in a community of predominantly low-income families. The ethnic composition of the students includes Mexican, 12%, and 2% others (including Orientals). A significant portion of the Mexican ethnic group have a language problem and are being instructed in English as a Second Language.

The library media center at Everett A. Rea Middle School is newly constructed and of modern architectural design. The floor plan lends itself admirably to many types of multi-use and mediated activity for both students and teachers, ranging from television to book activities. The operation of the center is being managed by 2 certificated persons, a librarian and a media specialist, plus two full-time and two part-time clerks.

ELSINORE UNION HIGH SCHOOL DISTRICT
Richard A. Hackett, Project Director
1201 West Graham Ave., (Phone (714) 674-2114)
Elsinore, 92330

DESCRIPTION -- Elsinore Union High School District encompasses the South-western-most region of Riverside County, and is bordered on the north by the Corona-Norco Unified School District; on the west by Orange County and the Cleveland National Forest; on the east by Perris Union High School District; and on the south by the Memet Unified District and San Diego County's Fallbrook Unified School District. In all, our area covers some 350 square miles of mountains, canyons, and lakes. Besides the incorporated city of Lake Elsinore, the district serves the unincorporated communities of Alberhill, Sedco Hills, Lakeland Village, Wildomar, Murrieta, Temecula, Quail Valley, and the planned development communities of Canyon Lake and Rancho California.

Elsinore Union High School is located equidistant between the north and south boundaries of the district, being some seven miles to the south of the city of Lake Elsinore, and was built in 1968. It presently serves some 872 students. Ninety-five percent of these students are bussed. At present,

while the Title II Project is underway, we are constructing a new library to be known as a Media Center, of some 9,000 square feet, which is slightly larger than our gymnasium. This new facility should be ready for occupancy by June, 1974. At that time we will move in all of the present library holdings, and all of the new materials acquired and processed under this project.

SAN YSIDRO SCHOOL DISTRICT
Carroll Williams, Assistant Superintendent - Project Director
171 Smythe Ave. (Phone (714) 428-4476)
San Ysidro, 92173

DESCRIPTION -- The San Ysidro School District is a K-6 school district with four schools enrolling 2,190 children. The district is located in the southernmost part of San Diego County. The ethnic composition of the district is 87% Spanish surname, and 99% of the children come from low socio-economic families. The Smythe Avenue Elementary School (enrollment 625) is in the northern section of the school district and is 92% Spanish surname children from Spanish speaking homes. The most pressing objectives of the school are to develop to the fullest the mental resources and technical skills of pupils through additional and more adequate bi-lingual/bi-cultural educational opportunities and to improve pupil attitudes toward reading.

The Smythe School facility was designed with the idea that the entire school curriculum would revolve around the media center. The total area devoted to multi-media resources is 2624 square feet. There is a full-time multi-media library specialist and two aides assigned to the center. The district has centralized processing. All materials may be checked out by pupils for use in classroom or at home. The center offers bilingual/bicultural programs.

BELMONT ELEMENTARY SCHOOL DISTRICT
Chuck Warda, Principal - Project Director
2960 Hallmark Dr. (Phone (415) 593-8204)
Belmont, 94002

DESCRIPTION -- The Belmont Elementary School District, of approximately 3385 a.d.a., is located on the peninsula midway between San Francisco and San Jose. It is a residential suburb with some light industry. The children span a range of abilities and socio-economic backgrounds. Central Elementary School (a.d.a. 415) is representative of this variety within the district.

The school plant is enhanced by a spacious 3 year old Resource Center which provides multiple-floor outlets for power, audio and television reception throughout the room. All materials are available for student use and checkout. As a result of the project, the services of a full-time media specialist have been added to that of a half-time clerk. The district has central processing.

PROGRAM -- Central School is committed to incorporating new ways to make every child's school experiences relevant to himself (his interests and his abilities) and embraces the philosophy that learning takes place best when the child is able to approach learning using his own most functional modality. The goal of the project is to enhance individualization through the use of multi-media. To the accomplishment of this goal, the staff (media specialist and teachers) work together in planning and implementing learning experiences.

BRISBANE ELEMENTARY SCHOOL DISTRICT
Sharon Modrick, Media Director - Project Director
1 Solano St. (Phone (415) 467-0550)
Brisbane, 94005

DESCRIPTION -- Brisbane Elementary School District is a district of approximately 750 a.d.a. located in the San Francisco Bay Area. Panorama Elementary School (a.d.a. 290) is totally isolated: there are no other schools of any grade level in the area. The closest public library is 10.4 miles away, so that without a school Media Center the students have no access to library services. Approximately one-third of the students are of minority groups. The primary aim of the project is to provide both book and non-book materials which can be used to implement an individualized program within the school.

The Media Center at Panorama School was enlarged from 1200 sq. ft. to 2000 sq. ft. In addition, a workroom of 1000 sq. ft. has been provided. New furniture for the Media Center was purchased by the district. All materials may be checked out by the students for classroom or home use.

PROGRAM -- The primary curriculum goals of the school are: 1) development of an individualized program; 2) development of greater language facilities and 3) development of greater ethnic identification. The Media Director facilitates these goals by working closely with both teachers and students in planning media programs. Activities include story telling, book talks, teaching of reference skills, individual assistance in selecting materials, and development (with teachers) of individualized study units.

BURLINGAME ELEMENTARY SCHOOL DISTRICT
Earlene V. Billing, Coordinator Instructional Media - Project Director
1560 Newlands Ave. (Phone (415) 344-1743)
Burlingame, 94010

DESCRIPTION -- The Burlingame School District, 16 miles south of San Francisco, is a suburban district of approximately 2500 a.d.a. There are six K-6 schools and one intermediate school. Most students are from middle and upper middle class families; less than two percent are from a lower socio-economic status.

Since Spring, 1968, the Board of Trustees and the administration have gone on record to make the necessary commitments in policy and financial support for developing media centers in all K-6 and intermediate schools. Seven librarians have been employed so that the intermediate school has two full-time librarians, and all except the two smallest K-6 schools have full-time librarians. These small schools, under 250 a.d.a., share a librarian's

services. A half-time library media aide has been hired for each K-3 school; whereas, the intermediate school has the services of a full-time clerk. New media centers have been built at Burlingame Intermediate School and one K-6 school. Remodeling has been completed in the other five schools. District funds as well as NDEA Title III and ESEA Title II, Phase I, have been used to develop media centers. In 1969, and ESEA Title II, Phase II, project was awarded to Burlingame Intermediate School. George Washington Elementary School had been a recipient of a Phase II project in 1971. A Phase II project has been awarded to Burlingame High School. Therefore, children starting at Washington School will have a continuous experience with an exemplary ESEA, Title II, Phase II, library media program until they graduate from high school.

SAN MATEO CITY ELEMENTARY DISTRICT
Gene L. Hall, Principal - Project Director
50 Peninsula Ave. (Phone (415) 347-9111)
San Mateo

DESCRIPTION -- Bowditch Middle School, one of five middle schools within the San Mateo Elementary School District, is located in the newly developed residential community of Foster City. Foster City is the one section of the district which is experiencing a population increase. The student enrollment at Bowditch has increased from 575 to 970 students over the four years the school has been open. Projections indicate that the enrollment will reach 1,000 by the end of the 1973-74 school year. The student population has a 19% minority factor.

Being a relatively new community, Foster City lacks many of the usual municipal facilities. Bowditch Middle School has become a community-use center in order to fill some of these voids. The school is used extensively by the recreation department, several churches, city government groups, and a variety of other local agencies and private groups. The school's instructional resources have always been made available to the citizens of the community.

The primary goal for the school has been to implement those innovative organizational and teaching/learning strategies which hold promise in the development of a program for students which allows each to progress successfully in an individual, continuous pattern. A multi-media approach to learning in all disciplines always has been one of the strategies of importance and emphasis. Since the opening of the school, the staff has consistently searched for methods to expand the media resources.

SAN MATEO UNION HIGH SCHOOL DISTRICT
Sister Marguerite Buchanan, Sister M. Consolata Nelson - Project Directors
650 No. Delaware St. (Phone (415) 347-3031
San Mateo

DESCRIPTION -- Mercy High School is a private Catholic girls high school located in Burlingame and serving approximately 450 students from the San Francisco Peninsula. Since its beginning nearly 40 years ago, the school had met the needs of its students through a high quality, traditional college preparatory academic program and business or general curriculum. Spurred by the desire to expose our students to the best in current educational developments, the assistance of the Stanford School Planning Laboratory was contracted during the 1967-68 school year. At that time, Robert G. Lamp guided staff and administration through a thorough self-study. This study served to emphasize the necessity for change in curriculum, teaching methods, scheduling and staffing. Since that time significant steps have been taken to carry out the recommendations of the 1967 study:

- The rigid scheduling of students every period into single classrooms has been supplanted by a modular schedule adopted in the Fall of 1968.
- Teaching methods vary with large group lecture, seminar-size discussions and independent study replacing yesterday's traditional approach.
- Learning beyond the school and classroom is stressed through special (90 minute) learning times once a cycle (every six days), days devoted to student sponsored mini courses and field trips, and a special Extended Campus Program for 11th grade students.

EVERGREEN ELEMENTARY DISTRICT
Margaret Ceresa, Coordinator IMC and Library Services - Project Director
3188 Quimby Road (Phone (408) 274-2520)
San Jose, 95121

DESCRIPTION -- Katherine R. Smith School in Southeast San Jose is located in one of the most rapidly growing school districts in the Bay Area. 53.3% of the population at the school is minority, of which almost 40% is Mexican-American. The families are of middle and low socio-economic status. Many of the children are from homes where academic achievement is not highly valued. Others are from homes where poverty and problems overwhelm them. Smith School had a library of about 5300 books. It was staffed by a credentialed librarian who was at the school a day and a half a week. A six-hour a day library clerk kept the library open the remainder of the school hours. The library was utilized as part of the classroom instructional program during class time and at noon hour was a center of activity where games were played and movies were shown once a week. Formerly a Title I school, Smith School now has no compensatory education programs.

Test scores and teacher observation showed that while children in the primary grades were scoring at or near the national norms in reading, the students in grades 4 through 6 were underachieving. Educational objectives, arrived at through surveys of staff and parents and analysis of testing scores, are to improve basic reading skills in grades 4-6, to improve basic math skills, to improve attitude toward school, to improve language and communication skills, and improve independent research skills. The media center project is the vehicle through which the educational goals of the school are being met.

FRANKLIN-MC KINLEY SCHOOL DISTRICT
Mrs. Jean Wenberg, IMC Coordinator - Project Director
400 Tully Road (Phone (408) 286-0640)
San Jose, 95112

DESCRIPTION -- The Franklin-McKinley School District is a small district of approximately 7,000 a.d.a. located in southeast San Jose. Approximately one-half of the children are from middle and low socio-economic families with 40% of the enrollment being of Mexican-American descent. The Stonegate Elementary School is located near the center of the district and is the newest of eleven schools, opening in September, 1971, with an enrollment of 500 students. The next year, 1972/73, the enrollment increased to 700 students. The new multi-cultural suburban community is made up of single family dwellings recently created by the subdivision of fruit orchards. Nearby industries provide jobs for one or both parents. Although half of the mothers work outside the home, most parents take an active interest in community and school affairs.

The primary objectives of the multi-media learning center are to utilize many types of instructional modalities which can help students experience significant, self-directed growth in areas of reading, multicultural understanding, language arts, drug education, library skills, social studies, mathematics and positive attitude toward school.

The Stonegate Learning Center has over 2,100 square feet of carpeted floor space with a high vaulted ceiling and other tasteful appointments. Adjoining the Learning Center is a reading lab and production center which serve as an extension of the library learning center.

SAN JOSE UNIFIED DISTRICT
Robert Dalton, Project Director
1605 Park Ave. (Phone (408) 293-5303)
San Jose,

DESCRIPTION -- Hester school is the educational focal point for children from more than half a dozen district neighborhoods. The student population is predominantly Mexican-American (60.7% at the time the project was initiated). Low income plagues at least 40% of the families. Hester also serves 35 oral deaf students. The needs of this diverse and often disadvantaged group were carefully targeted in the formation of project strategies.

The ESEA Title II Phase II objectives were to provide and increase reading skills, oral and visual communication and research and study skills. Stimulation was to be generated by the development of a creative, dynamic learning environment where high interest, superior quality media was sufficient to motivate even the most reluctant learners. This is happening!

From a poorly-lighted stage in the old Hester school, boxed to a church basement while rebuilding went on, then returned to a fine new home, the small Hester book collection was a persistent but meagre resource. This project provided three times as many books, plus audio-visual materials which had never been housed directly in the school for student use.

Student and teacher enthusiasm is high, the visible proofs of increased utilization of media are noted daily by the school staff. Now at midpoint, we expect to fulfill the major goals.

SARATOGA UNION SCHOOL DISTRICT
Marvin Steinberg, Principal - Project Director
14675 Aloha St. (Phone (408) 867-3424)
Saratoga

DESCRIPTION -- The Saratoga Union School District is a small district of four elementary schools and one intermediate with an enrollment of 3450, located in the foothills of the Santa Cruz Mountains 11 miles west of San Jose. It is an upper-middle class community with few residents representing minority cultures. Saratoga School has an enrollment of 397 students who exhibit a wide range of ability and achievement. Parents, teachers and students are committed to an educational program which is both open-ended and individualized. The prime purpose for establishing a media program is to implement this program. Important also are the purposes of fostering greater appreciation and understanding of the various minority cultures, supporting practical experiences in the Saratoga Community Garden to enhance a deeper understanding of man's interdependence with Nature, and encouraging children to think critically and independently to prepare them for rational decision making in relation to the use of drugs.

Before the grant, the librarian was on a ½ time basis being shared on alternate weeks with another elementary school. The resource center had been moved from an oversize classroom into the present space (then the auditorium and an adjoining classroom) in Dec. 1970. Plans were made for gradual remodeling to allow for extensive and flexible use. However, a few months later, the school board found it necessary to condemn the main part of the building for not meeting the Field Act. The resource center was moved into a trailer and later into a portable classroom.

SANTA CRUZ CITY SCHOOLS DISTRICT
Ronald F. Dameron, Principal - Project Director
133 Mission St. (Phone (408) 426-6000)
Santa Cruz

DESCRIPTION -- The Santa Cruz City School District serves the city of Santa Cruz, unincorporated surrounding areas and scattered communities within busing distance to the high schools. Harbor High School is the third high school in the District, having been completed in 1968. Because of its mild climate, excellent beaches and mountain recreational areas, Santa Cruz has been predominantly a tourist/retirement type community. However, with the improvement of Highway 17 over the Santa Cruz mountains, access to the heavily industrialized San Jose area has become more feasible and many residents commute to that area. Although the residential areas feeding Harbor High are diversified, encompassing a wide range of socio-economic backgrounds, less than 3% are of minority groups with English as a second language.

From its inception Harbor High emphasized individual study with outside research augmenting, and in many cases, supplanting the textbook approach to learning. In the past this study has been confined to a growing but inadequate collection of printed materials. With the advent of audiovisual materials and a greatly enlarged book collection, the stimulus to individual study will be even greater.

REDDING SCHOOL DISTRICT
Mrs. Patricia Stubblefield, Project Director
1805 Sequoia St. (Phone (916) 246-1050)
Redding

DESCRIPTION -- The Redding School District, which is located in a rural-urban area with a population of approximately 20,000 has an a.d.a. of 2660. There are eight elementary schools comprising the district. Sequoia School, the project school, is one of two 7-8 grade centers included in the eight schools. There are 361 students enrolled at Sequoia with 20 teachers, 2 counselors, 1 librarian and 1 principal serving this group. The student population comprises all socio-economic levels including a small percentage of Mexican-Americans, Negro and Indian children. 15% of Sequoia children are low in socio-economic levels.

One of the main objectives of the school is to increase achievement levels which are not presently being satisfactorily met, and another is to provide for individual educational needs of the 7th and 8th grade student through expanded diversified multi-media materials.

The media resource status of Sequoia library before approval of the grant consisted mostly of print materials only. As a result of expanded, diversified resources, curricular changes being initiated at Sequoia School will be supported, individual needs of the students will be met, and at the same time, in all areas, achievement levels of individuals will be increased.

FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT
Gordon G. Gibson, Principal - Project Director
1025 Delaware (Phone (707) 422-3200)
Fairfield, 94533

DESCRIPTION -- Fairfield Suisun Unified School District is in an area of rapid growth. The nearby Travis Air Force Base exerts a pervasive influence both in the mobility and backgrounds of the majority of the students. At Fairfield High School we have a student population of 2140. The primary educational objective of this school is to promote student growth through self-actuation of each individual's potential.

Before the grant was received, the Media Center functioned as a traditional library. There were less than five books per student and a negligible amount of audio-visual materials. Personnel was limited to one librarian and a clerk and there was no equipment for student use.

PROGRAM -- As a result of the project, the Media Center with its Satellite Resource Centers; the additonal personnel; the acquisition of necessary equipment; and the enlargement and diversification of the media materials will enhance the learning process for each student.

The Media Center will be open at all times during the school day for individual, small-group, and classroom use. The librarians will give individual guidance in the selection and use of media and promote the teaching of library skills.

PORTERVILLE PUBLIC SCHOOLS DISTRICT
James Ostrem, Mrs. Edra Buckner - Project Directors
589 West Vine Ave. (Phone (209) 784-7000 Ext. 21)
Porterville

DESCRIPTION -- Monache High School is a four-year secondary school that is part of the Porterville Union High School District. It is one of four high schools in the district and is located in Porterville, a small community of 34,000 people that sits near the foothills of the Sierra Nevada mountains about fifty miles north and east of Bakersfield and seventy miles south and east of Fresno. The area is primarily agricultural. The school is in its sixth year of operation and has a current enrollment of 1422 students. Feeder schools represent twelve separate elementary districts. The student population is primarily Caucasian, however, several minority groups are represented. Minorities total 22.5 percent of which Mexican-American students are the great majority. About fifty percent of the students come from homes that are below the fiftieth percentile socio-economically and whose parents are farm laborers.
PROGRAM -- There is extensive use of the Monache Library Resource Center by students and faculty. The school implemented a policy six years ago of checking out anything housed in the Resource Center for school and home use by students which includes portable typewriters, sewing machines, film projectors and normal audio visual viewing and recording equipment.

VISALIA UNIFIED SCHOOL DISTRICT
Thomas J. Little, Principal - Project Director
315 East Acequia Street (Phone (209) 733-1400
Visalia

DESCRIPTION -- The Visalia Unified School District is located in the middle of the San Joaquin Valley and serves the educational needs of approximately 42,000 people. Facilities consist of 20 elementary schools, 3 two-year junior high schools (one presently under construction), 2 four-year high schools, a continuation high school, a school for the orthopedically handicapped, and a school for the trainable mentally retarded students. Visalia also has a parochial school, 2 private schools, and a two-year junior college.

Primarily an agricultural community (Tulare County being the 2nd richest agricultural county in the U.S.), many new industries have located in Visalia in recent years, creating an impetus of growth in all areas of community life.

Reflecting the need for change and growth in education, the primary objective of the new junior high media center is to promote the maximum use of the media center by the faculty and students. The center will be the focal point of all student activities, both academic and extra-curricular. PROGRAM -- The media center will serve as a resource center for faculty and students and will encourage the use of all materials in the center. Both print and non-print materials will be available for circulation, including hardware, maps, globes, art prints, and framed pictures. Students will be encouraged to use audio visual materials not only to implement and supplement their learning, but to create learning programs of their own through implementation of several types of media.

LOS ANGELES CITY SCHOOLS
Contact: Grant Carey
Laurel Ecology Center
1944 N. Hayworth Avenue
Los Angeles, 90046

Through a Title III grant, the district is developing materials, conducting teacher training activities, and an evaluation of all programs for a K-12 environmental education program based on the state publication Ekistics.

SAN JUAN UNIFIED SCHOOL DISTRICT
Contact: Randy West
Environmental Resources Center
Hemlock School
5320 Hemlock Street
Carmichael, 95608

Conducting an environmental education and energy conservation project for elementary and secondary schools. A materials center is operated, outdoor field trips for teachers and students are conducted, and classroom materials are being produced.

CALIFORNIA STATE DEPARTMENT OF PARKS AND
RECREATION AND U.S. NATIONAL PARK SERVICE
Contact: Bill Dillinger
Department of Parks and Recreation
1416 Ninth Street, 14th Floor
Sacramento
and
Bill Taylor
Environmental Education Specialist
National Park Service
450 Golden Gate Ave.
San Francisco, 94102

Environmental living project. Using historical sites administered by the above agencies, students study the life and times of people in years gone by and then live at these historical sites for 24 hours using skills and knowledge they have gained through their studies.

ENVIRONMENTAL MERIT AWARD PROGRAM

The California Department of Education, California Resources Agency, California Chamber of Commerce, ten county offices of education and numerous school districts cooperate in conducting a statewide environmental merit award program designed to get students involved in constructive community environmental improvement projects. State level awards are presented each year at a banquet attended by Superintendent Riles and Governor Reagan.

SACRAMENTO COUNTY OUTDOOR SCHOOL PROGRAM
Contact: Bill Smith, Director
Program Services
Sacramento County Schools
6011 Folsom Blvd.
Sacramento

The county office operates a resident outdoor school program at the former Sly Park Job Corps Center near Placerville. One hundred and fifty elementary age students from five counties attend the school from Monday morning to Friday afternoon studying a variety of school subjects in a natural outdoor setting area.

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